

*Junior
College
Journal*

SEPTEMBER 1956 • VOLUME XXVII • NUMBER 1

AMERICAN ASSOCIATION OF JUNIOR COLLEGES

JUNIOR COLLEGE JOURNAL

OFFICIAL ORGAN OF THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES

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JUNIOR COLLEGE JOURNAL is published monthly from September to May, inclusive. Subscription: \$3.50 a year, 50 cents a copy. Group subscriptions, to faculty of institutions which are members of the American Association of Junior Colleges: \$2.00 a year. Communications regarding editorial matters should be addressed to James W. Reynolds, College of Education, The University of Texas, P.O. Box 7998, Austin 12, Texas. Correspondence regarding advertisements and subscriptions should be addressed to Jesse P. Bogue, executive secretary of the American Association of Junior Colleges, 1785 Massachusetts Avenue, N.W., Washington 6, D.C. Entered as second-class matter November 22, 1928, at the Post Office at Washington, D.C., under the Act of March 3, 1879. Additional entry at Austin, Texas, August 20, 1949.

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JUNIOR COLLEGE JOURNAL

VOLUME XXVII

SEPTEMBER 1956

NUMBER I

The Junior College Student

James W. Reynolds

PUBLIC SPEAKERS who elect or are assigned to a discussion of junior colleges often find it desirable to point out that these institutions have been in business for sixty years. While the historian would regard sixty years as a comparatively short time when viewed against the whole span of recorded history, yet it is reasonable to assume that period is long enough to justify the conclusion that junior colleges are here to stay. In light of this conclusion it seems reasonable to raise the question, "What is known about the customers—the students?"

The 1956 *Junior College Directory*¹ provides a partial answer to this question. One learns, for example, that a total of 696,321 students were enrolled in junior colleges during the school year 1954-55; that 310,314 of these were classified under the heading, "adult"; 190,634 were classified as freshmen; 85,802 were classified as sophomores; and 109,571 were classified as special. These statistical data provide some answer to the question regarding the quantitative aspect but are of little value in regard to answers dealing with

a qualitative description of junior college students.

A superficial survey of bibliographical sources reveals no wealth of material pertaining to the qualitative aspects of junior college students. Many of the references listed are of little value because the scope of the supporting evidence is much too small or the reference reports merely what the author happened to think about the students without benefit of a systematic investigation. References deficient on either of the preceding counts are likely to provide a disservice because of their misleading nature.

How much do junior college faculty members and administrators know about the students with whom they are actually working? Can they, for example, provide answers—not unfounded opinions—but authoritative answers to such questions as: how do terminal students differ in their characteristics—mental, emotional, social, and others—from transfer students; how well do terminal students perform in a social or occupational way; how well do transfer students perform when they transfer to other colleges; do students who enter the junior college differ



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¹ Jesse P. Bogue, *1956 Junior College Directory*, Washington, D.C.: American Association of Junior Colleges, 1956, 54pp.

in any measurable way from students who enter four-year colleges, from high school graduates who do not enter college? These are only a few of the many questions to which it seems reasonable to expect authoritative answers from staff members about the students in their own institutions.

There is no disposition to imply that some staff members cannot supply authoritative answers to such questions. There is, however, a strong suspicion that many cannot. To the extent that this suspicion has foundation, the task of providing an adequate answer to the initial question raised in this discussion is made more difficult.

What is obviously needed is a more thorough study of junior college students—a study which will not only provide information about the characteristics of students based on all the reliable student personnel procedures, but with this information augmented by information obtained through follow-up studies. If junior colleges are to launch a stepped-up public relations program, it is imperative that they be able to provide the public with accurate answers to questions about the students they serve.

The importance of being able to provide such answers about the nature of junior college students is enhanced by the same socio-economic factors which justify the accelerated public relations program. As the number of students enrolled in institutions increases out of proportion to any precedent experience, costs will rise rapidly, and serious, penetrating ques-

tions will be asked concerning the whole field of secondary and higher education. Those who ask these questions are not going to be satisfied with answers that constitute best guesses or unsubstantiated opinions.

Currently, some efforts are being made to obtain answers to this question. One of the most promising is the study of diversification of higher education under the direction of T. R. McConnell at the University of California. One aspect of this study concerns junior colleges directly. Leland Medsker, prominent for a long time in the junior college movement, is the staff consultant associated with this part of the study.

The American Association of Junior Colleges has the means for furthering studies aimed to describe junior college students in its Research and Service Committee on Student Personnel. Moreover, junior college student personnel committees are to be found in many of the regional and state organizations. Manpower for staffing such studies is available in graduate students in the graduate schools in this country and to a limited degree among junior college staff members (the limitation imposed by their preoccupation with their regular professional duties).

It would appear, then, that the chief need is some means of coordinating the work of the available groups—certainly not an impossible task. Does not the significance of the potential results fully justify the effort?

Responsibility and Opportunity in the Two-Year Colleges*

Wilson Compton

COLLEGES DO not grow by themselves. They are built by people who believe in them. That is why we are here; you, the spokesmen of the fastest growing segment of American higher education; I, a spokesman for a unique movement seeking to interest citizens everywhere in what happens financially to their colleges and universities. To say that this is a critical period in higher education is obvious and trite. It is a critical period also in almost every other phase of our national life.

If I were to attempt to talk to you about junior colleges I would only be "carrying coals to Newcastle." I am here to learn about junior colleges not talk about them. The so-called "junior college movement" had its origin during my college days. It grew out of great minds which had long-range vision. Its greatest *spread* was in the period between the two world wars. But its greatest *growth* has been since that time, and we have, I think, seen only the beginnings of its even greater growth.

I notice that the present enrollment in the public junior colleges is now over eight times that of the private colleges. Although it is scarcely ten years that the former have exceeded the latter in num-

ber, the student enrollments in the publicly supported junior colleges have exceeded those in the privately supported colleges almost ever since the first world war; and now, of the fifty-five largest junior colleges, I notice only one is privately supported. These are significant facts. Two years ago on my sixty-third birthday and twelve hours after his own, from a college platform which I was privileged to share with him the President of the United States made this statement:

"More extensive education than that obtained in high schools must be brought to every community . . . that every young person regardless of his means or lack of means can go to school for a minimum of two additional years."

He was talking about *opportunity for all*. That is the goal of every free society and that is the future of the junior college in this country. I wish some genius amongst you would invent a more appropriate name for your enterprise. The name "junior" implies that it is inferior—inferior to something. It is not. At least it should not be. You might offer a "Pulitzer Prize" for a more descriptive, more attractive, and more compelling designation of your growing enterprise in American higher education.

* This address was given at the Annual AAJC Convention.

WILSON COMPTON is President of the Council for Financial Aid to Education, Inc., and formerly President of the State College of Washington.

For some years in the Pacific Northwest as head of one of the larger so-called "senior" institutions in that area I had excellent chance to observe the junior colleges and to contribute to their up-building. I still own bonds of some of the best junior colleges in Washington State. They have never defaulted. They are making educational opportunity available to thousands of young people to whom otherwise it would be denied; and they have become great "feeders" to the degree-granting institutions of that area. I believed strongly in the junior colleges in the Northwest while I was living amongst them, and I still believe in them as a community asset and as an essential and growing part of our diverse system of higher education.

In general, good junior colleges evidently can provide a certain range of important educational services at less cost than can good senior colleges. For some purposes they can make the educational dollar go farther. That is an important factor in this period of changing educational finance, when an increasing share of the higher educational load is being financed by the tax dollar and an increasing part of the gift dollar is being paid for by business concerns which until recent years took little responsibility for the financial welfare of the colleges.

The more the junior colleges show the extent to which they can provide more educational opportunity for less money, the more they will increase their sources of support including outside voluntary support. This applies not only to general or liberal education but to many kinds of technical, specialized and semi-professional study, such as the technical institutes and the facilities for limited training in

agriculture in many rural and small urban communities. My guess is that most of the junior colleges, including those basically tax-supported, will eventually rely more and more on supplementary private support.

The extent of such a transition will, of course, considerably depend on what happens to student tuitions. My personal view is that college student tuitions generally should be increased, and increased substantially—perhaps I should say greatly—and that this should be done as soon as it is possible generally to provide financial aids in proportion to ascertained individual need to students who otherwise would actually be denied opportunity for a college education. Such policy if applicable at all would be applicable to tax-supported institutions as well as to institutions independent of the state. Many young people who go to college nowadays can pay, or their parents can pay, a much larger share of the cost of education than they are now paying. The present volatile and uncertain tuitions policy of hundreds of the colleges is at least inconclusive. As enrollments catch up with capacities, these hesitations perhaps will become less hesitant. Until the costs of providing the facilities for a college education come much closer to being self-liquidating through student tuitions and fees, I doubt that we shall have a firm base for higher educational finance in this country; and this will take a long time.

A good college education nowadays has an average value of about \$100,000. That is, the additional lifetime productivity, as measured by earning power, of the average college graduate as compared to the average of those who do not go to college, represents approximately this amount in

capitalized value. There is nothing inequitable or undemocratic about a policy which would seek to make a college education more nearly self-supporting financially. A policy would be undemocratic if it foreclosed an otherwise qualified young person from access to a college education solely because he, or his parents, did not have the means of fully paying for it. There is here an important opportunity for financial aids in many forms, what we euphemistically call "scholarships," or unsecured loans, or insured loans, or combinations of these; or in systematic annual alumni funds gradually to compensate in whole or in part for the subsidized tuition, of which as a student, the college alumnus may have been the beneficiary. Educational financing is changing. All of these possibilities will be patiently and ingeniously explored. Eventually there will be a firmer and more nearly self-supporting base for the financial management of colleges. This will apply to junior colleges as well as to other colleges. But it will take many years.

Meantime, we face the urgent financial tasks of today and tomorrow. The senior colleges alone need at rock bottom during the next 10 years an average of more than \$500,000,000 additional each year for operations and new facilities, i.e., in addition to present income from present sources. The U. S. Office of Education reports the needs at a much higher figure. The needs are about one-third for operations and two-thirds for new facilities. This is a high figure. But it is not unattainable, and its attainment will not necessitate the abandonment of our diversified dual higher educational system of institutions financed and directed by

the state and institutions financed and directed independent of the state.

During the year 1954-55 the colleges and universities received in voluntary financial support of one kind or another about \$507,000,000 as compared to about \$339,000,000 in 1951-52, an increase of 50 per cent. During the same period financial support from business concerns of all kinds and sizes increased from about \$40,000,000 to about \$80,000,000 or 100 per cent. Of the funds contributed for current operations including buildings, the colleges received nearly 16 per cent from their alumni in gifts and bequests, about the same from business concerns, 19 per cent from interested individuals, 17 per cent from the churches, 15 per cent from general welfare foundations, and 12 per cent from government; the remainder came from miscellaneous groups. This is about 70 per cent of the total of gifts and grants. Of the 30 per cent which went to endowment funds, about 40 per cent came from alumni in gifts, bequests and trusts, 35 per cent came from other individuals, 14 per cent from general welfare foundations, 5 per cent from corporations, and only 3 per cent from the churches.

These are significant facts. In the aggregate, the churches are next to the largest source of current funds for operations and buildings and the smallest source of endowment funds. Bequests account for nearly 40 per cent of endowment funds, alumni being the greatest single source. On the other hand, business concerns gave nearly ten times as much to current operating and building funds as to endowments.

Colleges and universities generally seek endowment funds. It is often said that

endowment funds are no longer available. This is not true. New funds contributed last year for endowment were nearly 40 per cent as great as new funds contributed for operations and building. But of the endowment funds more than 90 per cent came from individuals, mostly alumni and mostly as a result of estate planning and from foundations. The Ford Foundation endowment grants to liberal arts colleges were not included in last years' transactions. The prospect of achieving substantial endowment funds from business concerns and from the churches is negligible. But these, together with alumni and former students, should be an increasing source of needed current operating and building funds.

There are now in the United States 1,857 active colleges and universities, including well over 500 two-year or community colleges such as you represent. Of the degree-granting institutions, over 350 are financed largely or solely by the state or at least through public funds. Nearly 1,000 are independent of the state. About 100 are universities in fact; 300 are professional or technological schools; about 850 are liberal arts colleges. Of the latter, over 350 are Protestant church-related; nearly 250 are Catholic church-related; and 250 are independent. This is the broad pattern of American colleges and universities now seeking financial support, some mainly through public funds, some through private funds and increasingly from business corporations.

We often think and speak glowingly of our twentieth century industrial revolution, which is still under way. Less often do we think or speak of our twentieth century revolution in higher education. It is less visible, less spectacular, less dra-

matic. Yet it is more significant and more revolutionary than the revolution in industry itself. If higher education were today to be subtracted from American industry there would soon be little industry from which to subtract it. At the same time business corporations, small and large—hundreds and thousands of them—are providing the opportunities for livelihood to two-thirds of our population, and gradually more and more of the earnings and savings of the American people are coming into the custody and at the disposal of American business corporations.

What happens to American education will eventually happen to America. Businessmen know that. There are now in the United States nearly eight million college educated men and women. In all of its enterprises our country is becoming more and more dependent on educated and trained individuals. This always has been true of the so-called "learned professions." But during the past half century, and especially since World War I, it has gradually become true in business and industry, in political life, increasingly in agriculture, and now even in labor. College graduates constitute nearly 10 per cent of our adult population. But they head three-fourths of our biggest industrial and commercial enterprises. In the last two generations they have provided nearly three-fourths of our national leaders; all but two of our presidents; one-half of the members of Congress; three-fourths of our Cabinet officers; and four-fifths of our judges. Nearly seven-eighths of our oncoming business executives nowadays have college or university origins.

Many of you will recall a short few years ago the mixture of cheers and jeers

which greeted the first public suggestions that businessmen should regard financial aid to colleges and universities as an appropriate interest of business corporations, as an opportunity for "corporate citizenship", even as an "obligation" to their stockholders, customers, and employees. I was then the president of one of the state universities. My immediate concern was with a state legislature which had been making good provision for the institution for which I was responsible, so I was not directly concerned, except that the prospect of increasing financial support from industry added to the possibilities of improving the quality of our educational enterprise and of gradually lifting its level of excellence.

But as a graduate of a church-related liberal arts college, believing earnestly in the value of such institutions to American society, I had always been interested in the maintenance of our private universities and colleges. I still am, and so are practically all the presidents of all the state universities. The idea of "corporate aid to education," forthrightly advanced by eminent businessmen like Frank W. Abrams, former chairman of the Standard Oil Company of New Jersey and trustee of Syracuse University; Alfred P. Sloan, Jr., chairman of General Motors Corporation and a member of the Corporation of Massachusetts Institute of Technology; and Irving S. Olds, chairman of the United States Steel Corporation and a long-time member of the Yale Corporation, was interesting and encouraging. It seemed logical and sensible and important. Some corporation executives, however, regarded the idea as "preposterous" and said so. Some said, "it is illegal." Some even called it "socialistic."

That was hardly five years ago. What do we see now? If the idea was "preposterous," thousands at least now approve and accept it, hundreds are practicing it, and hundreds of others are diligently considering it; and their numbers among business concerns both large and small are continually increasing. If it was "illegal," the courts evidently do not know it. And if it was "socialistic," it evidently was of a brand with strong appeal to America's most conservative business leaders.

Financial aid to higher education, if it is "conservative," is conservative at least of one of America's greatest "glory roads". If it is "liberal," it is liberal at least in the sense that it contributes to what the dictionary calls "independence of opinion, not servile, befitting or worthy of a free man." No business leader needs to be told what "independence of opinion" has meant in American industry and in American life. More and more are businessmen aware of the extent to which this country owes its progress, its strength, and its moral force in a shaky world to its public education and fundamentally to its universities and colleges; and more and more are they aware nowadays of the extent to which the maintenance of a climate encouraging to "independence of opinion" is dependent on public education which never will be stronger or safer than the colleges and universities from which it springs.

Out of this background of developing opinion originated the Council for Financial Aid to Education, a unique adventure into the future of American higher education. It was founded not by educators but by businessmen. It is financed not by the colleges and universities but by some of the most respected foundations: The

Fund for the Advancement of Education, the Alfred P. Sloan Foundation, the Carnegie Corporation of New York, and the General Education Board. The Council itself neither solicits nor accepts nor disburses funds for the support of education. Its aim is to promote wider public interest in, and wider financial support for, American higher education. Its objectives, of course, are of great importance to our colleges and universities.

The interest of business corporations in what is happening to the colleges and universities may be a novel idea. But it is reasonable and sensible; it is likely to be a continuing, and in the long run perhaps a decisive, factor in determining the future structure of American higher education. At present, voluntary support by corporations is providing private colleges and universities on the national average between six and seven per cent of their current revenue, and the amounts of voluntary corporate aid going in some form to tax-supported institutions is a third as much as to the private institutions. Of the total of voluntary support from sources last year, four-fifths went to private institutions and one-fifth to tax-supported institutions. Business concerns evidently are taking a greater interest than other donors in the needs also of the tax-supported colleges and universities.

I should perhaps say in conclusion a word about the Council for Financial Aid to Education itself and its future plans. It will continue its program of research publicity and advisory services at least through 1958. In all probability in some substantial form it will continue indefinitely. That at least is the view of its Directors. It was founded over two years ago to encourage business concerns and

their stockholders, professional men, tradesmen, farmers, labor unions, churchmen and laymen—the American public—to take an interest in what is happening to their universities and colleges and to do something about it. That its initial efforts have been productive is evident in the much-improved financial condition of most of our universities and colleges, in the aroused public interest in their welfare, and in the more hopeful attitude of deficit-haunted college presidents. Most of the colleges are now concerned more with the opportunities ahead of them than the debts behind them. To these changes the Council evidently has made a substantial contribution.

In general, the Council has been giving principal attention to the so-called "senior" colleges. It is aware that the junior colleges and community colleges have comparable problems. Some months ago we suggested to the American Association of Junior Colleges that it arrange a small representative group whom we might consult concerning the general scope and objectives of our program. That was done. We had a conference in New York. It was helpful to us, and I hope it was helpful to you.

Among our prospective publications for the year 1956-57 is a pamphlet under the proposed title, *The Two-Year College and Its Place in American Higher Education*. We now contemplate other publications which also may be helpful to you, such as *Colleges and Universities; Labor's Interest in Higher Education—A Growing Movement*; and *The Nation's Technological Schools—Their Special Function and Needs*. In the last, we hope to give appropriate recognition also to the technical institute, a type of two-year college

which is showing great promise. Also we plan to publish a *Comparative Analysis of Methods, Forms and Terms of Aid to Education*, an evaluation of current practices especially among business corporations.

The extent to which the Council for Financial Aid to Education may be helpful to the junior colleges, experience will determine. I have suggested that you maintain a small representative committee with which from time to time we may consult. Also it seems to me that you

might wisely consider the formation of a workable group which—to the extent of your interest in, or at least your dependence upon, voluntary financial support—might strengthen and expand your present means of self-representation and self-spokesmanship in a highly competitive educational world.

The junior colleges have ahead of them great responsibilities and, in my judgment, great opportunities. I hope that the Council for Financial Aid to Education may be helpful to you in meeting both.

An Alumni Fund for the Junior College

Bernard P. Taylor*

ACCORDING TO the 1954 Alumni Fund Survey of the American Alumni Council, only eleven of the over 500 junior colleges in the United States have established plans for annual alumni contributions. Nine of these reporting institutions were women's colleges and two were coeducational.

For all practical purposes, the alumni fund movement seems to have by-passed the junior colleges. If they have been alerted to the potential of annual alumni giving, little has been done about it. This is not surprising. Since Yale started the first alumni fund in 1892, less than 400 colleges and universities out of about 1,400 have established alumni funds. In 1954, 352 institutions received over 21 million dollars from some 791,000 alumni donors. It is not improbable that the amount of gifts and bequests received by those colleges from other sources could be five times that much—a convincing demonstration of the Biblical doctrine, "to him who hath, it shall be given."

Why have the junior colleges not turned to the alumni fund as a means of increasing their current income and developing, as it will, gifts and bequests from friends and grants from foundations and corporations? Perhaps it is their preference for

gradual change common to all institutions of higher learning.

The junior colleges confront certain handicaps that currently circumscribe the extent of their fund raising activities. The junior college is a comparatively new institution. Consequently, it has a proportionally smaller number of alumni on whom to draw for support. Priority, too, has been given to the development of sound educational and administrative practices, so only recently have the junior colleges, as a group, become actively concerned with the financial and public relations value of alumni support.

The fact that the junior college has a student for only two years in itself appears to be a handicap. It is true that some of the students that go on to get their bachelors' degrees in senior colleges and universities are apt to transfer their loyalties with their credits. Consequently, the junior college may lose their interest and financial support. It might be argued that the graduates of a junior college do not take as much pride in their college affiliation after graduation as the graduates of the four-year colleges. This is a generalization not vindicated by all the facts, and valid only in specific instances involving the relationship between the particular institution and the individual student.

Author of numerous publications, **BERNARD P. TAYLOR** is Executive Director of the Penn State Foundation, The State University of Pennsylvania.

* This speech was given at the meeting of the Public Relations Committee, AAJC Convention, March, 1956.

Another handicap that may apply to many junior colleges is the lack of an adequate budget. The administration is always faced with the necessity of justifying the cost by the results. With a large group of potential alumni donors, the ratio of cost to income is small. It is, therefore, possible for a large institution to increase the effectiveness of its appeals by the employment of an adequate staff and effective publicity. Thus, the small college with a limited number of graduates will spend more in proportion to the funds received than will a college with a larger group of alumni.

The tax supported junior college has an additional handicap. It must overcome the prevailing notion that, being a publicly supported institution, it requires no financial aid from its alumni or others. This controversial doctrine has been preached so assiduously that it has been quite generally accepted, not only by many of those who make gifts and grants, including foundations and corporations, but by college trustees, administrators, and the alumni themselves. But the picture is changing.

It has been demonstrated that the alumni of tax supported institutions *do* respond to the alumni fund appeals. In 1954, Ohio State was surpassed only by Harvard and Yale among the institutions which had the largest number of contributors to their alumni funds. The Penn State Alumni Fund, in its third year, received \$234,000 from over 12,000 alumni donors with over 28 per cent of its alumni contributing. There has been an accelerated growth in alumni funds among tax supported institutions. Of the 51 appearing in the 1954 Alumni Fund Survey, 42 of those were started subsequent to 1940.

A limited number of corporations are now including tax supported institutions in their scholarship programs. They have concluded that this is a reasonable practice in the case of scholarships. Grants for this purpose do not support the college. Scholarships are awarded to individual students of potential capabilities who otherwise could not attend college. To withhold scholarships from students who happen to select a tax supported institution because of lower tuition or choice of curriculum is to penalize the student. If the aim of a corporate scholarship program is to develop more technicians, scientists, and professionally trained citizens, it is a logical assumption that the program should aid the most promising and needy students wherever they are to be found, regardless of the type of institution.

There are some encouraging aspects for the junior college that contemplates developing a plan of annual giving. The fact that the junior college has its students for the first two years can be an asset.

These years are either the student's only college experience or the impressionable years of that experience. By and large, this can be a pleasing environment. The student enjoys intimate relationships with faculty and fellow students. Lasting friendships are usually formed in the first two years of college. Perhaps some, but not all, students transfer their loyalties to another institution. If the experience of the alumnus has been a happy one as a student, his interest and pride in the college should continue. The number of those who terminate their college career at the two-year level and become active in alumni affairs should correspond propor-

tionally to those of a four-year college or university.

There has been a growing practice to include parents of students in the solicitation of annual gifts. This is particularly appropriate for the junior college, especially the privately supported one. Usually the parent-student-college relationship is an intimate one during the first two years of college. The interest of the parent in the college will be at its peak at this time.

The successful solicitation of alumni gifts is not predicted entirely on emotional ties. Alumni can be motivated to thoughtful giving. Each college has its distinctive contribution to the individual, to a characteristic group, or to a local community. This aspect is particularly true in the case of the junior college whether it is an exclusive women's college, a church-related coeducational college, or a community college. In this respect, the junior college has a distinct advantage.

The alumni fund is not the ultimate answer to educational financing. But it does provide unrestricted funds that the college would not otherwise receive. What is infinitely more important, it establishes a foundation for all types of fund raising whether it is a capital gifts campaign, a bequest program, or local community appeals to friends and corporations. Alumni giving is not the only criterion when seeking support from non-alumni. But requests for funds are not very convincing without it.

The alumni fund has become an important part of the financial structure of the college. It is a foundation for the present and future development of the institution. It is no less essential to education than other administrative functions. Although annual alumni giving may

provide only a small percentage of the over-all budget, colleges and universities are finding their alumni funds to be keystones in the arches of their financial support. This conclusion is sustained by the experiences of those colleges and universities which have operated alumni funds successfully over a consecutive period of years. It can scarcely be called coincidental that those institutions with well organized alumni programs and alumni funds are largely those that have consistently done a first-rate job in education. The correlation between the educational attainments of an institution and the responsive interest of its alumni is a convincing argument for annual alumni giving.

What is an alumni fund? An alumni fund is a plan of annual alumni giving. It is a permanently organized effort whereby a non-profit educational institution solicits its annual contributions from its alumni in such a way as to:

1. Receive cash contributions or pledges payable within the fiscal or calendar year.
2. Develop widespread participation.
3. Arouse and maintain a continuous concern for and interest in the institution.
4. Develop the habit of contributing regularly.

The alumni fund has certain distinguishing characteristics. It is conducted once a year. The fund must be well organized, but maintain an amateur spirit. Donors are rarely told what they are expected to give. All sized gifts from many is emphasized over large gifts from a few. The donor does not commit himself financially beyond the current year. The alumni fund is democratic—all can afford

to give something and names but no amounts are published. Permanency of the fund is developed through widespread participation. The alumni fund becomes a continuing means of creating and maintaining alumni interest in the institution and its services.

There are valuable intangible benefits accruing from annual giving that are not related directly to the securing of current cash contributions. The alumni fund is an exceedingly effective public relations mechanism. It stimulates bequests to the institution. Colleges and universities with a record of consistent alumni support receive more favorable consideration from philanthropists, foundations, and corporations. It is not uncommon for some alumni contributors to become major donors to the institution. A fund raising campaign for capital gifts, *if you must have one*, has a better chance for success in those institutions which operate alumni funds for two reasons. First, the appeal is made to an already informed and cultivated clientele, trained in the habit of giving. Second, the essential manpower to work on the campaign is enlisted more readily.

Several prominent college presidents have expressed the opinion that the indirect benefits of alumni giving in their institutions are equal to, if not larger than, the annual income received. These educators know whereof they speak, since they were from institutions where the impact of years of alumni giving had been felt. Here are some of the indirect benefits of annual giving:

1. The alumni, in a sense, become stockholders in the college, cognizant of, and interested in, its product, staff, educational program, needs, finances, and its

future both in times of stress as well as prosperity.

2. The alumni become enthusiastic interpreters of, and workers for, the college and its program among fellow alumni, prominent individuals, special groups and organizations, and the public at large with far-reaching, if not immediately apparent, results, namely, bequests, appropriations, grants, and gifts.
3. The alumni improve their own positions as useful citizens in the estimation of the college, of individuals, and of groups with which they are associated.
4. A partnership between the college and its alumni is good for the college. It stimulates the college to clarify its program, to set aims and strive for their attainment. The college is encouraged to take frequent inventories to justify its place in education and is prompted to review periodically its aims, ideals, and objectives.
5. The college, by reporting frequently to its alumni and friends, enlarges the ever-growing circle of its influence and usefulness.
6. A continuing sense of mutual responsibility between the college and its alumni is achieved, thereby motivating the college to provide such services to the alumni as placement and adult education. At the same time, the alumni become interpreters of the college to individuals and groups, assisting in new student enrollment, and, in the case of tax supported colleges, building good will for appropriations.

No one factor accounts for the success of an alumni fund. It results from a process properly combining knowledge, planning, techniques, and execution. A helper can lay out the paints and the canvas, but it takes the artist to paint the picture. If, after a realistic evaluation of the potential for an alumni fund in your college, you

still feel it is "worth the candle" to start one, where do you begin?

You begin by joining the American Alumni Council, if your institution is not already a member. This is a "plug," but it is a necessity. For within the volumes of the proceedings of the Council are the specific answers to your questions. Here, unabridged, is the information you need. You will find studies necessary to start a fund; the most effective policies regarding alumni giving; how to set up a budget; how to organize an alumni fund; how to select your objectives and a hundred other subjects related to annual alumni giving. These volumes include almost all of the information on alumni funds available to American colleges and universities. You need this information to get the right start. The next step is to appoint a joint committee representing the alumni and the college to study and recommend a plan of action, including an estimated budget of costs. The selection of a fund director

is important. In many smaller colleges, the alumni secretary often serves as fund director. But he must have an adequate office staff to do an acceptable job.

With our college and university enrollments increasing to an estimated five million by 1970, new demands will be made on the present junior colleges, and it is probable that new ones will be established. The intelligent and sympathetic support of the alumni and parents becomes increasingly important to every junior college. The eleven junior colleges operating alumni funds in 1954 received jointly alumni gifts amounting to the interest on an endowment of almost two million dollars at four per cent. Had all of the over 500 junior colleges participated, the total amount they would have received from alumni gifts would have been equal to four per cent interest on 95 million dollars. The alumni fund is truly a living endowment.

Minutes of the 36th Annual Convention

NEW YORK

THE 36th Annual Convention of the American Association of Junior Colleges was held at the Hotel Statler, New York City, March 7 to 9, 1956. The Board of Directors, the Editorial Board of the *Junior College Journal*, the five Research and Service Committees, and various other subcommittees and convention committees were in session the day preceding and the day following these dates. Many junior college administrators and staff members were also able to attend the pre-convention conference on Junior-Community College Education for Nursing at Teachers College, Columbia University, March 5 and 6. This conference was jointly sponsored by the American Association of Junior Colleges, the Cooperative Research Project, Columbia University, and the National League for Nursing.

The general convention theme was taken from the expression by Norman Cousins, "Every man's welfare and destiny is interlocked with everyone else's." The first general session considered the implications of international problems and issues for American education. Main addresses were delivered by Dr. Howard E. Wilson, Executive Secretary, Educational Policies Commission; and Dr. Norman Cousins, Editor, *The Saturday Review*.

The topic of the second general session was automation and its implica-

tions on American technical education. Speakers were Dr. Dwayne Orton, Editor of *Think*; Ted Silvey, A. F. of L.-C.I.O.; and Dr. Eric A. Walker, Dean, College of Engineering and Architecture, Pennsylvania State University.

The afternoon sessions consisted of discussion group meetings planned and conducted by the five Association Research and Service Committees. The presentations in the various meetings were as listed in the printed copy of the official program.

The convention registration was 615. Thirty-nine exhibits were provided by publishers, equipment manufacturers, and other organizations. This was the largest exhibit of educational displays that has ever been made at a junior college convention. The Sub-Committee on Public Relations provided a large exhibit of junior college public relations materials which was of much interest to most delegates.

The following business was conducted in the General Sessions:

MARCH 8, 9:30 A. M.

On motion duly carried, the reading of the Minutes of the 1955 convention was omitted, and these Minutes, as distributed in mimeographed form, were approved.

The first order of business was the report of the special Constitution Commit-

tee, Chairman Curtis Bishop reporting. The sections of the Constitution and By-Laws in which changes were recommended were considered and acted upon one by one, and finally action was taken to approve the revised constitution as a whole. The convention accepted most of the recommended changes in the form presented by the committee. The major changes include a preamble, enlargement of statement of purposes, selection and election of officers and board members, procedure for amendment of the constitution, and an increase in annual dues for institutional and sustaining organizational members from \$60 to \$75 a year, and for individual memberships from \$5 to \$10 a year. Marked mimeographed copies of the Association Constitution with changes underlined were provided for all in attendance.

Mrs. Charlotte Meinecke, Chairman of the Finance Committee, reported a budget of \$46,655 for the year beginning January 1, 1956, and explained the various line items in the prepared report. On motion duly made and seconded the budget was adopted by unanimous vote.

Dr. B. Lamar Johnson, Chairman of the current 55th Yearbook Committee of the National Society for the Study of Education, reported on the work of his committee and the recently published edition, *The Public Junior College*. This is a significant volume on junior college education in the United States.

MARCH 9, 9:30 A.M.

The Nominating Committee, reporting through its chairman, Hugh G. Price, placed in nomination the following:

For President:

James M. Ewing, President of Copiah-

Lincoln Junior College, Wesson, Mississippi.

For Vice-President:

Edmund J. Gleazer, Jr., President of Graceland College, Lamoni, Iowa.

For Members of the Board of Directors:

Raymond C. Wass, President of Lasell Junior College, Auburndale, Massachusetts, 1959.

Blake Tewksbury, President of Keystone Junior College, LaPlume, Pennsylvania, 1959.

Dwight C. Baird, President of Trinidad State Junior College, Trinidad, Colorado, 1957 (for the unexpired term of Edmund J. Gleazer, Jr.).

There being no additional nominations from the floor, nominations were closed on motion, and the selected candidates unanimously elected.

Dr. Jesse P. Bogue, Executive Secretary of the Association, gave an account of his activities and the work of the Washington Office during the year, his tenth in this office. Included in the services and duties performed were such responsibilities as editing 12 issues of the *Washington Newsletter*, editing the *Junior College Directory* and the fourth edition of *American Junior Colleges*. Many research projects are underway, and many junior college personnel are serving on numerous national commissions and committees. Because of the heavy load on the Washington Office, Mr. Bogue emphasized the need for a competent assistant to the executive secretary.

Dr. James W. Reynolds, Editor, gave an analysis of the content of the *Junior College Journal* for the past year. Guest editorials featured notable alumni of junior colleges. A new feature appearing in the March (1956) issue is provided by

the Committee on Instruction and is carried under the heading, "This I Tried and Found Helpful." The articles are written by junior college staff personnel.

MARCH 9, 7:00 P.M.

Annual Banquet Session:

Presentation to Mr. Halsey B. Knapp, New York Agricultural and Technical Institute, Farmingdale, N.Y., of the New York State Association's Citation for 1956—Dr. Chester Buxton, President of the New York State Association.

Presentation of Miss Sharon Kay Ritchie, Miss America of 1956, of Colorado's Women's College, Denver, Colorado—Dr. Val H. Wilson, President of the College.

Introduction of His Excellency Ben C. Limb, Ambassador of the Republic of Korea to the United Nations—Mrs. Charlotte D. Meinecke, Dean, Colby Junior College, New London, New Hampshire.

Presentation to American Association of Junior Colleges—Scroll of Appreciation from the Republic of Korea for Korean Scholarship Program and text book drive—Ben C. Limb.

The Report of the Resolutions Committee by Chairman Thomas Spragens included four recommendations. These were (1) Resolution on Commission on Education Beyond High School, (2) Resolution on Educational Benefits for Compulsory Military Service, (3) Resolutions on Public Relations, and (4) Resolutions of Appreciation. These resolutions were unanimously adopted by the convention.

President Edward G. Schlaefter introduced the new officers and the new members of the Board of Directors. New Chairman of Research and Service Committees were announced as follows: Administration, Frederic T. Giles; Curriculum, Philip C. Martin; Editorial, William N. Atkinson; Instruction, Charles L. Harman; Legislation, Thomas M. Spencer; Student Personnel, Val H. Wilson.

The President turned the meeting over to the new President, James M. Ewing, who adjourned the convention.

Other significant actions by the Board of Directors in executive session March 6-10, 1956:

(1) Approved membership of 15 new active members of Association, 3 provisional members, and 2 individual memberships.

(2) Identified and approved several new research projects.

(3) Authorized the Executive Secretary to visit Regional Association annual meetings.

(4) Considered Memphis, Tennessee, and Grand Rapids, Michigan, as place for 1958 Convention.

(5) Discussed methods of handling contacts for educational funds for private junior colleges, and appointed a special committee of the Association headed by Curtis Bishop to study a fund raising and public relations project. This committee is to bring a report to the 1956 summer meeting for action of the Board of Directors.

Respectfully submitted,
REUBEN I. MELAND,
Convention Secretary

Starting a Year

B. H. Peterson

AS ONE leaves a certain small town in New England the concrete highway comes to an end. In the early springtime the roads are soft and mucky and the ruts made by passing vehicles are deep and distinct. As the concrete highway ends and the muddy road commences, one sees this sign—"Choose your rut carefully because you will be in it for the next 20 miles."

The path to travel during a school year is largely chosen at the start. The stage is set for the year ahead.

Each year Orange Coast College sets the stage by holding a pre-school workshop and conference for all members of the faculty. It provides an opportunity to renew old acquaintances, to give special consideration to problems, to define special tasks for the year ahead, and to direct thinking and efforts toward a successful year.

The pre-school conference this past year gave consideration to three major topics:

1. Freedom to teach
2. Teaching the basic skills
3. An evaluation of the educational program of Orange Coast College

A brief description of techniques and conclusions might be of interest to other

junior college teachers and administrators. Each topic will be treated in turn.

FREEDOM TO TEACH

The subject was introduced by a presentation by Dr. C. C. Trillingham, Superintendent, Los Angeles County Schools. This was followed by a panel discussion involving Dr. Trillingham, five faculty members, and the president of the college, who served as moderator. The summary of deliberations as presented by the moderator included the following points:

1. It is the responsibility of teachers to present the facts. This should lead to understanding and to the solution of problems.
2. Life would be dead without the considerations of controversial issues. It is the responsibility of teachers to teach facts, pro and con, regarding the controversial issues. Give thorough consideration, challenge thinking, but do not indoctrinate.
3. Schools need to establish a positive program to keep the public informed of what they are doing. Machinery for the constant improvement of the educational program is needed; policies regarding teaching controversial issues need to be established; the public should constantly be reminded of what makes America great and the part schools play.
4. The American heritage of freedom will always have to be recaptured by each generation if it is to remain a reality. Freedom must be earned and it cannot be earned by teachers unless they exhibit some self discipline.
5. The only real defense of freedom is public opinion and the desire of people for

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fair play. Schools must continuously work for the support of the public for their program of instruction.

6. The most fundamental freedom of all is freedom to know—the freedom to learn and to know the truth. Truth can be discovered only through careful study and critical thought involving all sides of any issue.

TEACHING BASIC SKILLS

The problems faced by the college in the area of basic skills were outlined by Dr. James W. Thornton, vice president. He was followed by the report of a faculty committee which had been considering ways and means for doing a better job of teaching basic skills.

After these presentations came a panel discussion involving members of the faculty. The moderator of the panel presented the following summary at the close of the meeting:

1. It is necessary to teach students what they need to know so that they can learn what the teachers and Orange Coast have to offer them.

2. Fields in which students need to develop basic skills include: speaking, writing, listening, reading, mathematics, and social empathy. Instruction in these areas should be presented with more positiveness and emphasis on use.

3. A proposed plan by which competence in basic skills may be realized would be the offering of an integrated basic skills course of five units (five one-hour periods per week). Three units would be devoted to English, which would be required of all students. The other two units would be devoted to study in other areas of basic skills where a particular student was deficient. Students would not be required to enroll for skill training in any area where proficiency can be demonstrated.

4. The committee on implementing the teaching of basic skills faced these problems:

- (a) Development of screening devices for use in demonstrating proficiency and lack of proficiency.
- (b) The scheduling of remedial classes as a part of the five-unit course in basic skills.
- (c) The organization of each segment of a basic skills course.
- (d) Determining the nature and scope of basic competencies which graduates should have. (This is one of the major decisions facing Orange Coast College.)

EVALUATION OF THE EDUCATIONAL PROGRAM AT ORANGE COAST COLLEGE

This subject was introduced by members of the faculty speaking for five minutes on the question, "Are we doing our job?" Each one spoke on the question as it pertained to a different segment of the educational program. The various segments considered included: occupational education, counseling, breadth of instructional program, university transfer training, meeting community needs, keeping the public informed, out-of-class activities, follow-up of students, drop-outs, grading procedures, common courtesy and good manners of students, and accreditation report implications.

The following day Dr. B. Lamar Johnson, Professor of Junior College Education, University of California at Los Angeles, reviewed the pertinent facts presented by the faculty and outlined ten areas needing further study or consideration by the faculty as follows:

- 1. Every teacher as a counselor.
 - (a) Is every teacher qualified to do the counseling expected of him?
 - (b) Is in-service training the answer?

- (c) Should teachers be limited to counseling in the area of specialized knowledge?
2. Do we succeed in placing responsibility on students for appraising their own progress?
 - (a) Student self-evaluation is necessary.
 - (b) The Plymouth Plan is worthy of study.¹
3. Do we succeed in getting student participation in program planning and improvement?
4. Are lay advisory committees used in program planning and improvement in areas other than vocational—art, family life, etc.?
5. Can a plan be developed to assess continuously the needs of the community?
6. Can the faculty come to a place of understanding as to the need and place of extracurricular activities in student life? This is a problem everywhere.
7. Is it possible to achieve a relative consistency in the philosophy and practice of assigning grades?
8. Is sufficient attention given to the superior student? This applies to all fields—art as well as the academic.
9. How can we best study and arrive at valid conclusions about the drop-out problem?
10. Can we and ought we expand our work experience program to other areas?
1. The drop-out problem can be improved by:
 - (a) Better pre-counseling and more effective use of testing information.
 - (b) Giving departmental tests.
 - (c) Integration with high schools.
 - (d) Encouraging student self-evaluation.
 - (e) Promoting student responsibility.
2. Procedures must be developed for attaining greater consistency in grade assignment.
3. There is need for re-evaluation of the out-of-class program, considering also teacher load.
4. Major emphasis should be given by instructors to teaching and to means of increasing efficiency.
5. Re-examination should be made of the counseling process, the role of the individual teacher, referrals, and how to go about them.
6. Learning to understand each other and groups working together in a job to be done is important to all teachers.
7. Understanding the relationship between academic and vocational teachers and subjects needs to be promoted.
8. Every instructor should re-evaluate his own teaching.
9. Occasions should be taken to visit other teachers.
10. The beginning of the year is an important time to set high standards for teaching and high goals.

WHAT NEXT?

Following Dr. Johnson's challenge, the faculty was divided into small buzz sessions. Each group studied certain questions and came back with proposals. This was followed by general discussion and concluded with a summary by Dr. Johnson as follows:

¹ Plymouth Plan for Evaluation of Student Progress, Plymouth Teachers College, Plymouth, N. H.

As a result of the opening faculty conference, consideration is being given by the administration, the curriculum committee, the counseling staff and special committees to improve the educational

program at Orange Coast College. Some dividends have already been received. A faculty committee has proposed standards for grading students. During the sum-

mer faculty workshops (teachers employed) are being held to give consideration to: (1) teaching English; (2) teaching general psychology.

Public Relations Through the Football Program

William P. Buttler

THE FOOTBALL program is a ready-made public relations medium for every high school, junior college, and college in the country that has a football team. It reaches many readers who are sold on a school in advance, many who are not, and many who are interested only in the team down on the field. Through the printed program, it is possible to show the spectators the whole school and everything it stands for.

Many of the persons who read the program are members of the public who will become acquainted with the school in no other way. That factor cannot be underestimated. Public relations experts for industry and educational institutions spend their days and nights trying to figure out ways to reach more members of different types of the elusive American public. The football program helps reach a considerable group of people from all levels of society. Among the fans at a given game is a sizeable percentage that will pay a great deal of attention to the team and the college because of the football program.

It has been estimated that one out of every four people in attendance at a football game will normally buy a program. The average at Pasadena City College is now almost one in three.

According to a recent administrator's report, schools have found that the best way to get information to parents is to put it in the school paper; a high percentage of the copies are carried home where parents read them. Similarly, most of the football programs go out of the stadium—probably to someone's home. A check at Pasadena's games the past two seasons has shown that few programs are to be found lying around when the game is over and the crowd has left the stadium. The same is true at Los Angeles Memorial Coliseum after a University of Southern California game or a University of California at Los Angeles game—a professional game. Few of the thousands of programs sold can be found discarded.

What does this mean? It means that once it reaches the fan's home, the program will be read leisurely and that schools and colleges are being let down if an effort is not made to get over the message the institution has to tell via the football program.

This does not mean, however, to sell a propaganda sheet. The fan buys a program for information and entertainment, not for a sales talk. He has listened to and read commercials till he's blue. He certainly does not want any more when he buys what is ostensibly a football program. But the point is he does not get a sales talk.

To go back for a moment, what is

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public relations? Webster's *New Collegiate Dictionary* puts it this way:

The activities of corporation, union, government, or other organization in building and maintaining sound and productive relations with special publics such as customers, employees, or stockholders, and with the public at large, so as to adapt itself to its environment and interpret itself to society.

So the most important thing is to give the fan what he wants. In doing only that much the school's public relations program is enhanced. The overall tone of the publication, its organization and appearance are what will start the campaign to "interpret" the school to the fan, "a special public."

For that reason it is necessary to be sure that the person in charge of the football program is interested in athletics—the tone of the program should not become academic. It should remain a football program—but it can be that and interpret the school.

Even a crowd of 8,000 paid customers will have bought approximately 2,000 programs by game time. There are 2,000 individuals who can be won or lost for the school by the way the program affects them.

What are some of the keys to good public relations through the printed program? It has already been mentioned that in order to influence the spectator one must sell him the program. To do that, the program must contain what he wants.

At Pasadena City College the first consideration is service. That is as important a public relations item as can be found. Ask anyone why he buys a program when he goes to a football game. "To keep up with who's doing what, of course," is the

probable answer. The familiar autumnal chant, "You can't tell the players without a program," is more than a sales talk. It's true.

What has the reader a right to expect in the way of service? Players names and numbers—of *both* teams—that should be taken for granted. But it is surprising how many schools show bad public relations by taking good care of their own team and neglecting the opponent as much as possible. For example, Pasadena College has played teams that have devoted several pages to the home team and included the Pasadena squad only in the lineup and on the cover as the opponent.

It is worth remembering that the opposition will have a few backers in the stands, too, and they have a right to a fair portion of the program. Even a school's own rooters will have enough sense of fair play to expect the other side to get an even break.

It must be remembered, however, that a fan wants an accurate set of player numbers. Accuracy is a must all through the program. Ask any sports editor. He will tell you that there is no more irate species of man than the sports fan who has been given the wrong facts—and finds it out.

Accuracy is part of the public relations of the program. Notice the grumbling among the fans when they are told by the public address announcer that the starting lineups listed in the program must be changed. Often it is not the fault of the one who is responsible for the program. Last season, for example, with a game with an out-of-state opponent set for a Thursday evening, the program at Pasadena was in the finishing stages by Wednesday noon. Then a telegram came from the opponents saying the team would

use different jerseys—with different numbers. The roster pages were already printed—2,000 copies of them. So the only fair thing for the fans was to remove a half page feature and run a page of alternate numbers for the opponents. The public address announcer told the fans to refer to it during the evening. That was accuracy and good public relations.

Along with the names and numbers of the players, the spectator likes the names of all the officials, of course. The seasoned fan wants more than just names and numbers and officials, however. He wants the age, weight, height, year in school, high school or hometown (or both), and experience of the players.

The writer has also found that fans want a write-up of the game that is about to be played—something that they haven't found anywhere else. What is the importance of the outcome of the game? What will a win, a loss, or a tie do for each team in its conference—perhaps in the national standings? If it's a game in a conference with a bowl commitment, for example, the Big Ten and the Pacific Coast Conference, the reader likes to know what the outcome of the game can mean. In the junior college, he likes to be reminded of what importance the game might have in the Junior Rose Bowl race. Is it a traditional game? He loves that. The fan also wants to know how each team has fared to date in the current season, how they've fared against common opponents, what the score of their last meeting was, the series in general. It is important also to include the systems the two coaches employ and the records of the coaches.

The amount of information mentioned above is a healthy start, and if one is prevented from going any further, he can

stop with a clear conscience. However, it is hard to believe that an energetic staff cannot do more than that. Many high schools in Southern California publish regular programs at all home games; some of these programs are 8 to 12 pages in length, replete with information and pictures. How do they do it? With advertising.

Pasadena City College puts out a regular 24-page program. It is printed in the College's shop. On the average, 2,000 copies are published and \$300 in advertising covers the cost of the covers, paper, photographs, and printing. The sales at the game give 19 cents profit per program sold. It was even possible to put out six attractive giveaway basketball programs during the spring term, completely paid for by the advertising.

Let's say, then, that enough ads are carried to put out a larger program. What else does the reader want? Complete statistics on the home team to date are good. The reader also likes pictures. Head shots of each member of the home team (in each issue) and some of the opponents dress up the program with eye appeal.

It isn't impossible to use pictures because of the expense. Pasadena College runs in each program a large action picture taken at the previous game and one against the current opponent the previous year.

How does the college afford it? Several ways have been discovered.

1. If a school has a photography class, put it to work.
2. Lacking that, try to get a local photographer (who can shoot football action) to give a rate on three or four action shots at each home game.

3. Find a student who has the equipment and ability to take good pictures.

4. Work with the local newspaper photographer who covers the game. (This will test public relations with the press.) Often his pictures can be used for a small fee, sometimes without a fee but a credit line for him or for his paper.

5. Work closely with the school's paper and annual. (That's internal public relations.) For last year's shots, the staff used actual cuts from last June's annual. This amounted to a tremendous savings in engraving costs. The paper and the annual, in turn, use pictures that have been taken this year. All of this results in considerably lower costs than if each department went its own way.

6. Cooperate with opposing schools. (Public relations within the educational ranks.) When the Pasadena team played in Boise, Idaho, the Boise Junior College publicity people sent action photographs of the game, as Pasadena College had done the previous year.

7. Share cuts (engravings) already made with other schools. Last season Pasadena City College loaned a full set of head and shoulder cuts of the team to a nearby opponent for their program for the game. Also, cuts made for an early season game were loaned to a nearby school that would play the same opponent later in the season. One of Pasadena College's traditional rivals frequently sends cuts of coaches and star players to use in the program for the game with them.

8. Use individual head and shoulder shots of the entire team ("mug shots" to newsmen) in every issue. They are not expensive when one considers that the cost of the one set of cuts (\$50 for 1955 at Pasadena) can be spread over the

season. Thus, with seven programs, this important public relations feature costs just over \$7.00 a game. Certainly it is worth that.

9. Barring the possibilities of all the foregoing, investigate lithography in the locality. This method of printing can bring tremendous savings in printing costs.

All of these devices have been tried at Pasadena City College. They all work, and they have helped considerably.

Advertisements to help pay for the program are a vital part of public relations, too. They are important because friendly businessmen are needed by every school and college. At Pasadena the policy is to given concerns individual ads and put copy on ad pages so readers will notice them. The College always distributes all the programs it has agreed to—even if it involves giving them to members of the faculty and service clubs after the game.

Advertisers are asked not to use the so-called institutional ads—"Good luck to the Lancers," and the like. They are encouraged to look on their advertisements as a business investment. This attitude has paid—several concerns have bought ads steadily for seven years.

Returning to the service aspect of the program, Pasadena City College provides readers with a regular summary of game penalties, for even the most devoted fan wants to check now and then. Rule changes are also featured, at least in early season issues.

Two or three times a season scenes of the campus are run. At least once a season a page, "Behind the Lancers," with a picture of the college president, the director of athletics, and the coach is included in the program.

It is important to include a regular box

on concession prices. A regular listing of such vital items as the location of the stadium office, the police headquarters, the first aid stations, the rest rooms, and the public telephones is helpful to the reader.

These are all public relations functions that are appreciated by the fans. They have indicated as much in person and by letter.

Still another feature used at Pasadena is the "Huddle Lovely." A large picture of an attractive coed of the college. Thinking it was unnecessary in the program, the feature was omitted one year—to the disappointment of the fans. Another popular feature that has been used is the "Player-of-the-Week." A few days after each game the team votes for the man to receive the honor. He is featured with a picture and a write-up in a half page of the next program. A local men's clothing store gives him an award, a suit of clothes, a pair of shoes, or a jacket, and takes the other half of the page as a paid advertisement.

Public relations extends to the sale of the program. Professional salesmen rather than students handle the programs at Pasadena. It costs six cents a program, but it is well worth the cost in efficiency in getting them distributed. Three times more copies are sold this way than when student salesmen were used. After the game is over, the opponents find enough copies of the program waiting for them in the dressing room for every player and coach to take one home free. (There's some more interscholastic public relations.)

A handsome appearance has long been recognized as an ingredient of the successful man. The same is true of football pro-

grams. As one of the companies that sells readymade covers for programs puts it, "Your program is your ambassador of good will." The program is a representative of the college to the public, just as the team and rooting section are. A good looking program gets the school off to a strong start by making a good first impression.

The staff at Pasadena insists that programs be neat and trimmed properly. The programs are sent to professional binders for stapling before they are delivered to the game site. A sloppy job is a reflection on the institution.

Under neatness and appearance, the editor or adviser of the program must make a decision based on expenses. For example, a far more attractive and eye-pleasing title page can be run if a full-page picture is used, clear to the edges, with the masthead, title and credits printed over it in reverse. (Technically a printer will know it as "combination half-tone and line plate on zinc." The problem, however, is that the cost is considerably greater, about two and one-half times more than using a smaller picture and the usual printing job. Since the Pasadena staff feels it is attractively different enough to improve the public relations of the program, it is experimenting to find a way to cut down the cost through lithographic techniques.

The public relations aspects of the football program are so important that they should be planned all year. The staff started planning the winter before for two new special features for the 1955 season.

Pasadena City College has a public that has to be reminded constantly of the functions, the problems, the values of the institution. "I wonder if we could use the foot-

ball program for some direct interpretation of the college," the president said at a faculty public relations committee meeting a year ago. After six months of planning, the newest venture in using the program came from that idea. In the 1955 football season a down-to-earth talk with the fans was featured in each issue about what a junior college really is, how it differs from other educational institutions, its values to a community. A salute to two different departments of the college was run in each issue. Using the language of laymen — no educational jargon — the functions of the mathematics and astronomy departments were explained, the aims of the physical and life science departments, etc.

Occasionally other features are included. During American Education Week, a page was added on national education. A game on November 11 led to the entire issue's being dedicated to the veterans on the squads and in the stands. These features were replete with attractive photographs three and four to a page per issue—yet they cost the program *nothing!*

Here is how it was done. First, the material was written by the same people who wrote the rest of the program, so it was definitely geared to the fan. The pictures came from the yearbook of the previous June which had used hundreds of pictures. Many were interesting shots of classes and activities. The staff merely selected from among the cuts which had been retained in the college press. To fill the same space with new pictures and "typical" football program articles could have cost \$40 to \$50 per issue for new art, engravings, and the like.

The importance of written matter cannot be underestimated. The fan pays for a football program, not a lecture. Public relations material should be produced as a pleasant pill, prepared with the reader in mind. Because of this approach the staff at Pasadena has had no complaints about "misuse" of the football program, and actually received many letters, cards, and phone calls approving it heartily.

The experiment has brought scores of queries from other institutions on how it was done. In intercollegiate competition the program won a special citation for the series. The Chamber of Commerce representative requested ten copies of each issue for important visitors and others to read while waiting in the reception room.

For the coming year a new feature is being planned—a review in each issue of some of the athletes of the past, including information about their careers at Pasadena and a write-up of what they are currently doing. For example, Dr. Paul Aebersold, chairman of the Isotopes Division of the Atomic Energy Commission, held a track record for Pasadena City College for a number of years. Such well-known athletes of the past as Bill Busick, Granny Lansdell, Jackie Robinson, and Irv Noren will also be featured. The goodwill of the old-timers will be enhanced—an example of alumni public relations.

It should be added finally that a co-operative printer who is also a fan is a highly desirable asset in putting out a program. Fortunately, the production manager of the Pasadena City College Press is a graduate of the college and a staunch fan. When he is not digging out lively cuts and coming up with excellent ideas each

week, he is thinking of other ways to make the program sparkle.

The staff at Pasadena City College is convinced that the football program is one

of the college's finest public relations tools.

It is used to the fullest extent possible and has proven to be a public relations gold mine.

Juvenile Delinquency (A Course) in the Junior College

Ted Gordon

JUVENILE DELINQUENCY, traditionally an upper-division university course, can fulfill a need, without being competitive, in the junior college, as a pilot program has proved at East Los Angeles Junior College. Offered also at an "off campus branch" by a probation officer during the regular session for potential law enforcement personnel, it has been given on-campus during the past two summers with an emphasis that might give ideas to other junior colleges.

Purpose of the Course. Rather than compete with the upper division program, "Sociology 7: Juvenile Delinquency" seeks to interest lower division students in going into public service work by giving them first-hand acquaintance with a vital social problem. Since enough students may not enter at first, it becomes advisable to combine with another class offering, such as a second semester course in "Social Problems." The catalog description explains:

A non-technical course for students, parents, social workers, and teachers in the problems relating to the maladjusted juvenile, ranging in type from the potential delinquent to the institutionalized offender. The course relates delinquency to other areas of social disorgani-

zation such as alcoholism and drug addiction. Aspects include causes, prevention, extent, control, reclamation, probation and parole, child guidance clinics, correctional institutions.

The approach includes lectures, field trips, motion pictures, guest experts, and individual projects.

The main emphasis, then, is upon orientation and enrollment of non-professionals. Analysis shows that included in each summer's group of about 20 were several sheriff's deputies, teachers, ministers, housewives, plus future social workers and general sociology majors. Enrollment was sought through post card announcements, newspaper releases, and posted notices; the summer session bulletin, however, was adjudged most effective.

Organization and Content. Meeting every day for two hours during a six-weeks' session, it was possible to schedule sustained activities not feasible during the choppy regular one-hour three-times-a-week arrangement. As a starter, everyone was given a detailed "Outline of Possible Topics," too long to reproduce here but comprehensive in its subdivisions of the main headings: The Nature and Extent of Juvenile Delinquency, Causes of Juvenile Delinquency and Characteristics of Juvenile Delinquents, and The Prevention and Treatment of Delinquency.

In addition, each person received a list

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of 50 challenging statements entitled "What Do You Know About Juvenile Delinquency?" Each statement was to be marked "True," "False," or "Uncertain" and an inventory was kept for a re-taking at the end of the course with a consequent comparison.

Sample statements:

Juvenile delinquency is on the increase.

Delinquents are generally physically and mentally inferior.

The majority of delinquents are from broken homes.

Delinquency decreases in the summertime.

The form was used extensively in connection with guest experts and field trips.

Each student filled out a "Class Membership List" giving personal data, including the answers to "Why are you taking this course?" "What past experience or connection have you had with delinquents or with juvenile delinquency?", "What or whom do you know that could be helpful in this course?"

The students were each provided with a brief reading list.

Instructional Materials. Reading *per se* was on a different basis from the usual norm. True, each student had a textbook; one summer it was Pauline Young's *Social Treatment in Probation and Delinquency*, and the other, it was Teeters and Reinemann's *The Challenge of Delinquency*. Quizzes were given upon these books, but formal lectures and discussion were kept at a minimum in deference to the upper division approaches. Instead, on a given day each member came to class with materials from the college library; the minimum was two books each of fiction and non-fiction in the area; two professional journals; several bulletins

and pamphlets. In class, "survey circles" were organized and the items circulated. This orientation process was most effective in inducing interest and motivating students toward voluntary outside reading. As will be later seen, reading was involved in the required projects but not in such a way as to appear to be forced research.

Supplementing the printed page were audio-visual materials in the form of motion pictures and instructor-recorded tapes and transcriptions. Effective motion pictures included: *Who's Delinquent?*, *Preface to a Life*, *The Quiet One*, *The Angry Boy*, *Problem Children*, *The Terrible Truth*, *Drug Addiction*, *Name Unknown*, *City of Little Men*, *Making Way for Youth*, *It Happened in Springfield*, *Our Basic Civil Rights*, *Justice Under Law*.

Guest Experts. About once each week a guest expert or consultant came to answer questions, rather than to give a "speech." These included:

Sam Glane and S. N. Linevsky of the Department of the Youth Authority (previously known as the California Youth Authority).

Leslie Eichelberger and Joe Davila of Special Service for Groups (the agency that works with gangs and street corner groups).

Hal Hodge, President, Federation of Los Angeles County Coordinating Councils.

Lt. Manuel Vega of the Los Angeles County Sheriff's Office (expert undercover man on narcotics).

Harry Simon, Intake Officer, Los Angeles County Juvenile Court.

Jess Garcia, sponsor, League of Car Clubs.

Ralph Fisher, Executive Secretary, Los Angeles County Youth Committee (enfranchised group of community officials required by law to meet regularly in person).

They were bombarded with queries and gave penetrating responses, especially cogent about their particular activities.

Field Trips. By far the most effective single aspect of the course were the tours to agencies. Caravans, often including guests, departed about twice weekly to the following:

- Biscailuz Center (Sheriff's detention facility for boys awaiting court hearing. Host: Captain Hubert Yates)
- East Los Angeles Sheriff's Station (new and modern facilities. Host: Captain Joseph Gaalken)
- Forestry Camp (California's famous type of outdoor program. Host: Pat Palace)
- Juvenile Courts (new facilities. Hosts: Judge William B. McKesson, Commissioner Holden, Referee Hamilton, and Staffs)
- Juvenile Hall (also new facilities. Hosts: Superintendent David Bogen and Warren Woodall)
- Little Church of the Eastside. (Host: Reverend Andy Griffin, shown in "This Is Your Life" series last year)
- Los Angeles City Council. (Host: Councilman Edward Roybal)
- Los Angeles State College (combined with upper division class of Dr. Esther Penchef)
- Los Angeles Times Boys' Club. (Host: Director John Toutak, John Carmona, Mrs. Ruth Hughes)
- Nelles School for Boys in Whittier (nationally known California Youth facility. Host: Superintendent Lyle Egan)
- California Youth Authority Youth Reception Center at Norwalk (unusual diagnostic and screening center. Class was present at dedication and then one year later. Host: Mr. Orin Bell and staff)

As can be imagined, the follow-up discussions of these tours was far more significant than discussion of textbook readings would have been or even brilliant

lectures. At these agencies, adult personnel were cooperative and talks to the boys were often very moving.

Projects. Homework and examinations in the traditional sense were kept at a minimum. Examinations were given infrequently and then only to aid as motivation toward some background reading. A final examination did check on the extent to which the textbooks were used and what was learned from the speakers and the trips.

The main effort, however, went into "projects." The characteristics of the project as differentiated from a term paper were to be: first, that the project have some future utilization and applicability to the person doing it, to the college or to the community; and second, that its main content be secured through personal visitation to individuals and agencies. Thus, the typical project consisted of four parts: Part I, an introduction explaining the reason for the selection and the future application; Part II, a series of pages listing or quoting background data from reading; Part III, a series of reports, often in question-answer form, on personal contacts with individuals and agencies; Part IV, reactions, conclusions, recommendations. Often supplementary material was included in an Appendix. Many of the topics are self-explanatory:

Juvenile Delinquency and the Press (an analysis of amount and type of treatment in the

Los Angeles dailies by a journalism teacher)
Delinquent Car Clubs (a fascinating report by a former member now reformed)

The Clover Street Gang (by a girl boys' club worker)

Adoption of Adolescents

A tape recording of a juvenile police officer's investigation of a juvenile's problem from

the squad car's call to interviews with the juvenile, the parents, the probation officer (tape donated to the class)

A tape recording of a conversation with a girl delinquent

A photographic report on a forestry camp

A Day with a Juvenile Police Officer

Comic Books and Delinquency (interviews with juveniles, parents, news vendors)

Agencies for Aiding Mentally Retarded Children in Los Angeles County

In the last week of the course, the projects became the subject of three-way "conversations" which involved the instructor "interviewing" the project workers in small groups and the class asking them questions. This type of discussion supercharged the air, fascinated the hearers, and reviewed the course in an exciting way.

The concluding project was a student's "Lens-Eye View of Sociology 7" in which he had photographed the class activities and written a "class history." A "simulcast" was then presented. On one screen the student, using an opaque projector, showed and narrated the current class

history; on an adjacent screen, the instructor, using a slide projector, presented in color the related activities of the previous summer's class.

Evaluation. At the end of each session, students wrote anonymous evaluations, including responses to such questions as "How did you hear about the course?" "What about the organization and content?" "What tours and speakers were of most value?" "What about the examinations and projects?" "What was your reaction to the course?" Detailed summary here is impractical. Basically the students' reactions in different categories repeatedly showed: "... learned of causes, treatment, agencies, terminology ... gave insight into police work ... will help in rearing my family ... I think every teenager should take a course like this to learn about himself ... if a follow-up second course were given I'd sign up for it right now ... we learned by *seeing* and *doing* which is far more impressive and practical than merely by reading and listening. ..."

What Industrial Public Relations Can Teach Us

Bill J. Priest

THE SUCCESSFUL public school administrator of today must be an effective public relations man. Faced with the problem of procuring adequate financial support for the schools under his direction, he must of necessity be equipped to compete with other tax supported agencies for an equitable share of the tax dollar. This involves reaching the taxpayer with a coherent, forceful account of the relationship between good schools and community welfare. The achievement of this objective depends upon information, organization, and "know how."

Ordinarily the educator who is employed as a public school administrator lacks both training and experience in public relations. Legal requirements for administrative certification rarely, if ever, involve training in this vital field. Yet an administrator's ability to establish and maintain sound school-community relationships often determines his success or failure on the job.

The examination of business and industrial public relations is a logical first step for the school administrator who seeks to raise his level of competence

in this vital phase of school administration. For almost half a century business and industry have been making progress in the public relations field. Since World War II exceptional strides have been made in the professionalization of public relations. The large sums of money which industry has ploughed into public relations have resulted in the development of a body of principles and techniques, many of which are applicable to the field of education. It should be noted that whereas industry aims to attract and satisfy its consumer, education must attract, satisfy, and *improve* its consumers. Despite this and other dissimilarities between the public relations problems of business and of education, it is certain that educators can learn a great deal from business which will facilitate better school-community relationships.

In order to draw from industrial public relations some of the features which have special meaning for school administrators, nine major concepts have been selected for examination.

The Basic Formula Concept—A basic public relations formula states that consumers buy a given product because (1) they like the product and

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(2) they like the people who make and merchandise the product. Both of these considerations are primary targets for public relations.

This formula has important implications for the administrator who seeks to improve school-community relationships. Step number one is the development of a product which will command public approval. The most potent public relations program ever devised cannot succeed for long in selling something which does not exist. Once there is evidence that a sound educational program is in operation, intelligent public relations demands that community members be told about it. Administrators who seek expert advice on public relations media are urged to examine Benjamin Fine's *Educational Publicity* and the AASA *Yearbook* for 1950.

A second step in implementing the basic formula is *to say and do things that will make friends for your educational enterprise*. This implies the use of no unsavory favor-carrying techniques. On the contrary, it calls for the highest level of educational statesmanship. The most effective friend-making devices are intellectually stimulated students, a high calibre faculty, a non-professional staff who have status "on the team," and an administrative staff and board of trustees who are above politics and petty differences in their zeal to maintain the finest educational program the circumstances will permit. Given such an in-

ternal organization, the task of demonstrating a school's worth to community members is not a complex one. The elimination of sharp lines between that which is school-centered and that which is community-centered is a major step in the establishment of close, effective school-community working relationships.

The Good Corporate Citizen Concept—This concept is one which is receiving more and more attention among the leaders of industrial public relations. It is industry's answer to those who condemn it as being impersonal, inhuman, acquisitive, and indifferent to its responsibilities to society. It involves active concern over matters of community welfare which have no immediate influence on company operations. It further involves the assumption of a fair share of responsibility for the improvement of society in general and of local problems in particular. To implement this concept effectively a person must accept the idea that his special province is one of many important elements in society rather than the core around which the universe operates. The able school administrator will strengthen school-community ties through involvement of the school in many phases of community life.

Decentralization Concept—Big business has discovered that public relations cannot operate successfully from a central source far removed from the grass roots and curbstones. In order to

develop the proper rapport between a business organization and its actual and potential consumer group, it is highly desirable to work through sub-units. Each person in charge of such a sub-unit, although controlled by top level policy and responsible to a central organization, must have sufficient authority to speak for the company on matters of local interest and concern. An individual's feeling for a company or agency is strongly influenced by his knowing a person who represents the company. Such an arrangement personalizes that which is otherwise impersonal. School administrators in large cities may well observe this phenomenon and, where necessary, reorganize their school system into administrative sub-units of a size which, in effect, give the schools back to the people.

Acceptance Concept—A willingness to start work with people where they are rather than where you think should be is basic. A second dimension of this concept is a realization that the most effective way to reach the public is through the use of media upon which they customarily rely for information. Educators, probably because of their idealistic tendencies, are relatively weak in this area. They are frequently guilty of what the layman regards as stuffiness or a "holier than thou" attitude.

Perhaps educators work under a handicap in that the laymen with whom they deal may have certain pre-

conceived ideas about "the pedagogic mind." Such attitudes may stem from early personal experiences—perhaps a reprimand in the principal's office during their student days. Whether they are right or wrong, the fact that a sizable number of adults feel uneasy around "schoolmasters" is a consideration which should not be ignored by administrators, particularly in dealing with individuals. The acceptance concept need involve no infringement on either personal dignity or maintenance of appropriate standards. By recognizing and applying this concept, educators may increase their effectiveness in communicating with those whom they would help.

Continuous Evaluation Concept—Industrial public relations relies heavily upon a continuous, organized program of evaluation. Sizable sums of money are budgeted to provide this vital information. Without this flow of pertinent data it is not possible to supply the continuity which any long term public relations program needs to achieve its objectives. Industrial public relations leaders have discovered that through an effective system of evaluation it is possible to identify most crises in the embryonic stage. At this juncture it is possible to take action which usually results in only minor dislocations. "Firefighting," the slang term identifying the process used to cope with the unanticipated public relations problem, is becoming a seldom used specialty in industry.

Although considerable progress has been made in recent years, school administrators still have far to go in the matter of evaluation. The result is that problems may reach serious proportions before they are noted and their causes identified.

Many school crises are the result of delayed detection of simple problems. Administrators, occupied with duties they regard as more critical than the evaluation of matters which seem to be going along satisfactorily, are placed in a defensive position because the problems which they suddenly pronounce as critical were not identified and made known as they developed. Continuous reappraisal supplies the administrator with the wherewithal to operate as a fire prevention expert rather than a "firefighter."

Proper Packaging Concept—All of the business world, from the largest corporation to the corner peanut vendor, knows that the way in which any commodity, tangible or intangible, is packaged has a significant bearing on its salability. This basic concept is one which educators must study and adapt for use in their operational situations. This involves a more complex problem for educators than for industry inasmuch as educators must "sell" a wide variety of "packages" to an extremely heterogeneous consumer group. Further, they must assume responsibility for getting the proper "package" to the correct consumer.

Awareness of this heavy responsi-

bility has resulted in a wariness about attractive packaging since to do so may result in attracting the wrong consumer. Part of the reticence to improve packaging may be attributed to fear of violating some real or imaginary standard of dignity. Obviously there is a difference between dignity and unimaginative drabness. Since community mores vary widely and impose different limitations in different localities, it is the job of the school administrator to re-examine his educational program in the light of this concept. Typical of adjustments which result from such an examination are renaming courses, subdividing one semester courses into two eight-week courses, and inserting attractive illustrations in course bulletins.

Public Identification Concept—To obtain optimum results in both public relations and advertising, industry identifies the major publics with which it deals. The set of characteristics which each public possesses are carefully catalogued. Public relations experts are cognizant of the dynamic nature of publics. They know that each person belongs to several major publics and that he may shift from one public to another when, for example, he grows older or changes jobs. In order to exploit this knowledge, industry has refined its dissemination techniques so that it may use the "rifle" technique to reach any specific public and the "shot-gun" technique to reach the total consumer group.

Educators deal with an extremely broad consumer group. There is no apparent reason, however, why major publics within the populace at large cannot be identified and told the story of their schools in a manner which takes into account their special background and interests. In general, educators rely too heavily on the so-called "shot-gun" techniques.

Democratic Concept—This concept is difficult to define since its characteristics are more closely associated with results than with means. It may be illustrated by what industry calls "the plain folks" approach. It involves a delicate balance between leadership and followership. To some extent the democratic concept overlaps with the acceptance concept. It further involves a friendly interest in the problems of others and a tendency to minimize one's own importance.

For the educator this concept has especial meaning since he has the disadvantage of combating the stereotype, of which Mr. Conklin in the TV show "Our Miss Brooks" is a good example. In many respects the school administrator must walk a tight rope in carrying out this concept. In community as well as school matters he must provide leadership, assume responsibility and demonstrate seriousness of purpose while simultaneously being a "regular guy." This involves getting out of the office and mixing with a great many segments of the community, finding out what they are

thinking, influencing them, and being influenced by them. Further, it involves recognition that one of the attributes of leadership is "dynamic listenership."

In general, school executives do not rate high among laymen as good mixers. Often they tend to associate mainly with other educators. This may be in part due to the existence of social mores which impose more rigid moral standards on educators than on businessmen. Perhaps educators are also more serious-minded and idealistic than their counterparts in business. One charge not uncommonly leveled at educators is their proclivity toward dogmatism. Such a tendency is in violation of the democratic concept. Illustrative of the type of situation which perpetuates the breach between educator and layman is that in which an administrator solicits a lay group for counsel whereupon he monopolizes the conversation and reveals, not too subtly, that his real purpose is to get an endorsement of a decision which he has already made. The educator who commits this sin not only establishes poor public relations but he works hard doing it!

Honesty Concept—This concept involves complete integrity of word and action. Industry recognizes the financial as well as the moral advantages in this policy, and it is a very basic premise in its dealings with consumers and potential consumers. Public relations

is sometimes defined as "Doing good things and then telling people about them." It is highly desirable to keep the sequence in that order. It is a matter of record that the public relations man who disregards the honesty concept is *persona non grata* among his peers.

In general, educators rate very high in implementing the honesty concept in their administration of the schools.

There are, of course, instances where objectives are stated and restated until they are finally listed as achievements, evidence to the contrary notwithstanding. Such violations are uncommon and represent a departure from general practice. Perhaps the criticism that administrators lack vigilance in their exploitation of public relations situations is in some respects a compliment in disguise.

The Library in the Junior College Journal: an Evaluation

Floyd Smith, Jr.

THERE ARE approximately 600 junior colleges in the United States, each with some sort of a library. Of the 378 libraries reporting to the U. S. Office of Education for 1951-52, total expenditures for the one-year period for salary, books, etc., was slightly less than three million dollars.¹ This figure does not include building maintenance or capital outlay. With the reports of the remaining 200 schools, the total expenditure would be even higher—four million dollars probably would not be too great a figure.

By weight of numbers and total dollar value alone, these libraries would seem to play a fairly important role in the American institution of the junior college. But how large a part do they play within the pages of the *Junior College Journal*, the official publication of AAJC? What kind of articles appear about them, and what is the quality? In short, are those who contribute to the *Journal*—teachers, librarians, administrators—sufficiently

concerned about the library to write about it? The degree of interest a profession feels about a particular subject must be reflected in the pages of its professional journal; timeliness and interest dictate the priority and content.

Of the roughly 9,000 pages of the last 15 volumes of the *Journal* (Volumes XI-XXV, 1940-1955) only 70-odd pages were devoted to the library. This is less than .8 per cent of the total. The area that has traditionally been one of the largest single items in the school budget is afforded less than one per cent—less than 1/100th—of the space in the professional journal!

And what has been the nature of this meagre .8 per cent? Is it composed of well-conceived, intelligent plans for the better utilization of the library's potential; or pertinent accounts of cooperation between library and faculty; or reports of the manner in which an individual library reinforces the guidance program? In short, does it show integration of the library with the aims of the college? Or does it concern none of these, but only the

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¹ Statistics of Libraries in Institutions of Higher Education (U. S. Government Printing Office), Washington, D.C., 1951-52.

library itself? A magazine dedicated to the complete junior college field, as the *Journal* is, should be of potential interest to all in the field, and not just to the librarian. Purely library matters belong elsewhere, in the professional library journals.

Of the 14 articles dealing with the library in 15 years—less than an average of one per year—only three deal adequately with its relation to the college and its aims, or a portion thereof. Only three articles in 15 years are, according to the results of a survey made by the Library Committee of the AAJC,² of pertinent interest to librarian and administrator alike and yet still within the broader interest span of the *Journal*. No further, more dramatic comment is needed.

The three articles are: *Heart of the College*, by Harriet Genug,³ an account of the way in which the library implements the activities of the college in all its phases; *From the Classroom, Through the Library, Into the Community: A Seminar in Minority Problems*, by W. Page,⁴ in which the instructor "turned librarian," and the librarian "turned instructor"; and *Library Experiment With Reading Records*, by C. Lancaster,⁵ an account of the library's part in the counseling program. The rest of the articles are variously: studies of junior college li-

braries in several states, consisting mainly of statistics of interest only to administrators in the immediate area; suggestions on the performance or professional and technical duties to librarians from other librarians; suggestions for supporting the librarian's plea for increased funds, etc.

It is only assumed that the premise—articles in the *Journal* dealing with the library should do so in relation to the whole college and its aims—is an acceptable basis for criticism. Today, especially in the junior college, the librarian is changing from a keeper of books to the wielder of a powerful force of many facets. The library should be thought of as a single great force which only the librarian can properly control—for good, or evil, or worst of all, for nothing notable. Of course, this is an optimum concept, bounded by the forests of budget and administrative problems, and some librarians may not be psychologically capable of controlling and directing the use of this powerful tool which reaches into virtually all phases and activities of the college.

The following conclusions may be drawn from the foregoing survey: The *Junior College Journal* might, through its contributors, make the readers more aware of the library's potential position in the junior college and realize more fully the library's relations to the curriculum and the aims of the institution as a whole. One of the points listed as most pertinent by librarians

² Vol. XVIII, p. 177.

³ Vol. XXIV, p. 136.

⁴ Vol. XXII, p. 375.

⁵ Vol. XII, p. 27.

and administrators alike in the Library Committee survey mentioned earlier was: how can faculty be made more library-conscious. One of the best methods lies in the pages of a li-

brary-conscious *Junior College Journal**

* Editor's Note — Since *Junior College Journal* fills its pages with unsolicited manuscripts, this article is an open challenge for more articles on the library.

Community Development— Third Phase of the Junior College Movement?

Thomas E. Woods

In historical perspective, the junior college has changed from an institution offering the first two years of college to an institution which still offers the first two years of college education, but has added vocational curriculums terminating usually at the end of the first or second year of training, and an adult education program.

Today the multi-function (community) character of the junior college appears to be dominant. Contributors to the April, 1955, issue of *Junior College Journal* summarize, with varying emphasis, these functions.

Leaders are expected to be alert to social trends and to perceive their implications for institutions they serve. What appear to be these trends and what are their implications for the junior college?

First, there are trends which point to continued increases in enrollment or to establishment of new junior colleges, or both.

1. Census data indicate continued population growth. The net gain for the last 12 months is reported to be the highest on record for a comparable period.

2. Cultural advance, it is reasonable to

assume, will demand better educated young adults, qualitatively and quantitatively. The junior college educator must translate this cultural progress into a greater demand for post high school education, into a demand for an expanded and enriched curriculum at the junior college level.

3. As some educators have suggested, the law of diminishing returns may operate to encourage the establishment of new junior colleges. Continued expansion of four-year colleges and universities to accommodate an ever-increasing demand may reduce the quality of student service in freshman and sophomore years. On the other hand, concentration of the four-year and graduate institutions on the upperclass years, graduate work and research may reasonably be expected to improve the quality of service in these areas.

4. Economic leaders predict a continuation of the recent trend toward the splitting up of giant industrial concentrations in large cities and their relocating in suburban and rural areas. One outcome of this trend is the development of new or larger satellite communities—communities which should be fertile ground for the establishment of a junior college.

Second, there are trends which should open wide the opportunity for junior

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colleges to function in community development, an area in which small beginnings already have been made.

1. A shorter work week is the next goal of labor, union spokesman have announced. Recently, a newspaper report quoted the Communication Workers of America as stating that a 35-hour work week is a goal in present contract negotiations; and some time ago, Walter Reuther informed management his union will seek a 32-hour week after the guaranteed annual wage has been achieved.

Assuming the realization of this goal, the majority of the adult population will seek new opportunity for leisure. The initiative, resourcefulness, and vision of junior college educators, or lack of these qualities, could determine in large measure whether or not the new leisure will be creatively productive.

2. Social stratification—defined sociologically as social differentiation according to one's ability to obtain social rewards—has been, and continues to be, the biggest roadblock on the road to democracy. It is the one element in community life which in greater or lesser degree resists the influence of the democratic spirit.

Specifically, it is the attitude and practice which set race against race, religion against religion, nationality against nationality, the haves against the have nots in terms of power, wealth, and social prestige. It is the attitude, in effect, which asserts that individual or group-centeredness is a greater good than community-centeredness. It is the attitude, for instance, which prevents the solution of the community's race problem because its solution would demand that community

values transcend individual and group-centered values.

Fortunately, social stratification, in its historical meaning and function, is declining. The gradual disappearance of the lower class in American society, the amelioration of racial and religious prejudice, the universalization of education, including the availability of higher education to all levels of society—these and other cultural changes are working a peaceful revolution perhaps as necessary to the full flowering of American democracy as the Civil War was necessary to preserve it.

The basic principle of democracy was the issue of the war between the States; the principle of individual dignity as set forth in the Declaration of Independence. The dissolution of social stratification as the measure of individual dignity will permit the full flowering of this principle in individual and community life.

The pattern of community development in most urban communities has reflected, to a considerable degree, upper-class dominance, which in turn is a reflection of social stratification. Community progress in its inception and initial support frequently has been fostered by the so-called elite classes. The Lynds' studies of *Middletown*,¹ among others, delineate strikingly a common pattern of community development.

It is possible today to find communities wherein the leading industry exercises a

¹ Such studies, as they relate specifically to social stratification, suggest strongly that development in many American communities has been class-ordered rather than community-ordered, both in method and character. In effect, the development originates in and proceeds through a class-centered power hierarchy.

paternalistic dominance over the citizenry—a dominance readily accepted because it is benevolent. Such communities may boast of every desirable agency and institution; they may have every facility money can buy. Yet they are not truly democratic communities because the decisions are of those who own and control.

There are other communities which are limited in their development by dominant interests and influence. Such communities lack a sound economy because leaders effectively keep out competitive industry; because they block governmental reform; because they have a strangle-hold on Main Street.

There are still other communities which are struggling toward the ideal of the democratic community. They are democratic in their concept of community leadership; they look to all citizens for the creative force basic to democratic community development. In these communities people are all-important. The opinion of every citizen is valued. The community good transcends individual or group advancement—or aggrandizement—because it is an accepted principle that out of community well-being comes individual and group well-being.

In these communities, for instance, status barriers are broken down because they retard or prevent community development. The community suffers when status barriers exist, and because the community suffers individuals and groups suffer. Two bases of status identification, race and religion, overtly or latently, operate against community development in perhaps the majority of American communities.

Community development, as the writer interprets the term for this article, in-

volves both method and content. Methodologically, it refers to the democratic process. It is participation of all citizens in planning and action for the community good. It assumes that the bricklayer and tool grinder, the storekeeper and the bank clerk, the school custodian and the garage mechanic have worthwhile opinions about how to solve community problems, about what is good for their community. It assumes, therefore, that each individual is important; that he has dignity; that he is worthy of respect. It assumes, as a corollary, that the responsibility for community leadership is not the prerogative of the well-born, the socially prominent, the wealthy, the university graduate, or those of high status occupations. It assumes, finally, that all manner of men in the community must learn to accept each other on the basis of equality as members of the community and must be willing to sit down together in the process of working out their community problems.

In content, community development is the movement of community toward goals which by common consent will solve community problems or otherwise enhance community well-being. For some communities, it might involve the establishment and effective action of a Youth Commission; for others, promotion of new hospital facilities; for still others, creating intelligent attitudes toward minority problems. Whatever the project, the junior college envisioned here stands ready to bring to its promotion, support, and execution the talents of its faculty, administration, students, and of its citizens committee and resource persons.

The junior college in which the writer served as instructor and dean of men

voted to sponsor a project after he returned from the White House Conference on Children and Youth in 1950. Some 175 citizens from every area in the county convened for three days at the college in a discussion of implications of the Washington Conference for their respective communities. Resolutions adopted by delegates recommended action in major problem areas, including race, family, housing, recreation, delinquency and education.

The same junior college in the next two years implemented two of these resolutions. It sponsored a marriage and family life lecture series open to all marriageable young people in the county, and joined the Community Relations Board in a county-wide survey of citizen attitudes toward employing Negro sales personnel in downtown stores.

The prestige of the college also was a factor in its faculty's community influence: in helping gain a favorable division of tax funds for education; in the establishment of a Child and Youth Welfare Board; in adding facilities to the county Children's Home; in minimizing the need for incarcerating delinquent 15-year-old youths in the county jail; in the promotion and establishment of a Child Guidance Clinic; in sponsorship of a Citizens Committee on Municipal Improvements; in establishing a Youth Bureau in the police department; and in the encouragement of professional standards for social service positions in local government.

Some months ago, the writer was working with a state-employed social psychiatric worker on plans for a college-sponsored workshop. As planned, it would bring to all law enforcement personnel in

the county—constables, police, and sheriff's officers—the latest findings on the mental health approach to delinquency and crime. It was planned to invite visiting teachers, school counselors, prosecutors, parole and probation officers, and the personnel of the courts and social welfare offices, in addition to the law enforcement groups. It is reasonable to assume that effective service in this and similar areas over a period of time would establish a junior college as the institutional focus of community development.

The community development advocated here for the junior college is not basically different from the program in senior institutions. However, there are several important differences. One is that every junior college enrollee will participate in a community development experience during his student days—or nights—if he wishes a certificate of completion. Another is that the student is engaged in a community development project in and for his own community. In four-year institutions, students typically may be citizens of another community.

A third difference is that students—freshmen, sophomores and adults—as well as faculty are engaged in the program. In four-year institutions, faculty and upperclass or graduate students typically are so engaged. Still another difference is that the community development function will be the responsibility of every faculty member, directly or indirectly. All will help develop with the citizens' committee and resource persons the list of projects for a given period. All will work with their students on these projects: the fine arts instructor, for instance, on a native artist society and exhibit; the

biology staff, on a municipal aquarium; etc. In four-year and graduate institutions, community development typically is the responsibility of the extension division, as noted above, the school of education, including its adult services, or of a specialized department.

The most important difference, perhaps, is that for all students and faculty members in the junior college community development will be a responsibility. They will all engage in experiences in brotherhood and democratic living. For few senior colleges and universities is such a goal attainable.

A community development program in action will distinguish between means and ends. The means will be the education in liberal studies of individuals; the ends, the utilization of the individual's talents and group resources for community development. The program will operate to break down the barriers to effective community action. It will recognize the differential situations of transfer, terminal, and adult students. Through required courses in liberal education, those in vocational curriculums will participate. Adults will do so through similar courses.

Essentially, a requirement for credit in each major division of study will be an active contribution to community development. It must involve a sharing in a group experience.

In the social sciences, students of economics, for instance, may join with students of social problems to help develop job opportunities for handicapped and aging workers. In the biological sciences, students may help plan, develop, and staff an aquarium or arboretum; in the physical sciences, a science career institute, a week-end geological field trip for towns-

people, or an exhibit on the application of chemistry and physics to modern living; in humanities, an historical museum; while in the communication arts, a Little Theatre, a literary quarterly, a Town Hall Lecture series, a Community Concert project, or a native artist society and exhibit.

A community development program could not succeed in any junior college—nor is it assumed could any major change in its philosophy of education—unless it found general acceptance among administration and faculty members. Thus, a series of administrative and faculty conferences and intensive workshops is initially called for, the former for orientation purposes, the latter for evolving community development projects.

Also involved early in the planning and orientation stage should be an extensive public relations program, inasmuch as public acceptance is, from the community point of view, the first condition of success. The heart of this program should be a citizens' committee, functioning jointly with college personnel. Additions to faculty should be on the basis of broad community interests and experience as well as on previous success in teaching.

Of critical importance to the program is the recruitment of resource persons from the community—citizens who will serve with or without compensation in a coordinating, advisory, or leadership capacity. Resource persons, it is assumed, will be drawn mainly from government, industry, business, the professions, agriculture, religion, and social service agencies.

In the initial stages of the program, the development of projects may best be delegated to a specialist in the field who is

employed for this particular purpose and who has the status of a consultant responsible directly to the dean.

Acceptance of a community development responsibility may involve abandonment of a kind of continuing education service offered by some junior colleges. A species of avocational education, particularly, may have to go. A junior college which goes about the serious business of community development probably will feel it no longer can offer cake decorating, for instance. The junior college has not enhanced its character as a collegiate institution which serves as the center of community development if it aspires to be all things to all people, educationally speaking.

There is a prescription store in the author's community which steadfastly refuses to change with the times. One buys prescriptions there and very little else. As competitors take on packaged liquors, toys, lunch counters, and haberdashery, the prescription store concentrates more and more on the business of dispensing drugs. And it pays off. Patronage keeps busy the pharmacists on duty from opening to closing time.

It may not be important in its present stage of development that the junior college be recognized and respected as an educational institution which serves a unique function in the community. It can be argued, moreover, that adaptability to individual wants is the highest virtue and that it constitutes the distinctiveness of the junior college. Several of the con-

tributors to the April, 1955, issue of *Junior College Journal*, referred to above, cite this kind of adaptability as the outstanding achievement of the junior college in the last 25 years.

A junior college that wishes to be eminently successful in community development will have to be adaptable—but not in serving the never-ending wants (as distinguished from real needs) of citizens. The ingenuity and resources of the college administration and faculty, working with a citizens' committee, will be challenged constantly to develop genuine community service programs which will emerge from or be related to the basic liberal arts courses.

The junior college may have to choose between serving well a community development function and being all things to all people. Obviously, the line of least resistance is to offer a new course—any kind of a course—anytime 10 or more citizens want it, if a teacher, funds, space, and equipment are available, and to assume that in this kind of service the institution is performing a community function.

The far more challenging vision, it would seem, is that of every student—transfer, terminal and adult—emerging from a stimulating and inspirational experience in community development; from an experience which will establish an enduring pattern of community service; an experience through which he may recognize the maximum achievement of his talents.



THIS I TRIED AND FOUND HELPFUL

Stimulating Enthusiasm for Creative Writing

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The technique to be described here has been effective in English 1B courses composed of freshman junior college students enrolled in the second half of the usual required course in freshman English. The group includes students following a variety of majors. Most of these students intend to transfer after two years to a four-year college.

The basic objective of the English 1B course is to train students in written composition and to develop an appreciation for types of literature. The composition exercises to be described operate throughout the term in conjunction with the study of a variety of literary genre—the short story, novel, poem, poetry, and drama.

After one semester of 1A English composition (the first half of the year's English course) the student *should* be competent in writing clear, effective prose. Usually, however, he needs fur-

ther practice and polish, but he balks at continued theme assignments. Therefore, between short story assignments for discussion and analysis, the following creative writing is assigned. The technique is usual enough so that work is produced enthusiastically. The students are also eager to criticize one another's "creative" efforts, and their acute comments are often accepted by the authors more readily than the instructor's advice.

Assignment 1: Pictures are distributed of settings or landscapes, devoid of people. The students describe in two or three paragraphs the mood evoked by the picture. Stress is placed on adjectives of color, sound, etc. This assignment is completed after studying works of authors (e.g., Poe) who are masters in the description of setting.

Assignment 2: Two simple character sketches are written, one of an elderly person and one of a child, again from pictures selected by the student himself or chosen from a pack of pictures provided by the instructor.

Assignment 3: Character sketches are written of a single individual, as he might be described by a friend and by an enemy. The young authors are advised that in such a sketch they can

characterize the unseen narrator as well as the person described.

Assignment 4: Pictures distributed show a discussion between two persons, a phone conversation, or a similar situation calling for dialogue. The students provide the dialogue. Here is opportunity for practice with quotation marks as well as an insight into the art of the playwright.

Assignment 5: The pictures show a face in the throes of some strong emotion. The student must describe the emotion as *he* feels it and as an observer views the manifestation of the emotion. The assignment is admittedly a difficult one.

Assignment 6: The pictures show a situation. The students fill in details, first as a newspaper would report it, then as a short story writer might use it. Advertisements of insurance companies (disasters) and pictures from old news photo magazines are useful here. The student can learn in this connection some distinctions between journalistic writing and the subjective approach of the novelist.

Assignment 7: The instructor reads the first half of a story and allows the students to complete it. The students' conclusions, with their strong and weak points, may be compared. This assignment is best completed in class to avoid collaboration and peeking at the original. The choice for such an exercise should be a story full of suspense, subject to a variety of conclusions.

Assignment 8: The student completes an original short story. These stories, from several 1B classes, are submitted to the school newspaper. The best are printed and receive shall cash prizes.

This type of "creative" writing program is subject to as many variations as the teacher can invent and collect pictures to illustrate. The efforts of clipping

and organizing are rewarded by the increased sensitivity students show to style and their increased desire to acquire some subtlety and nicety in their own writing. Any assignment can be designed to illustrate a particular grammatical point, but the instructor should take care to make such instruction seem secondary so that the exercise may not become tedious.

Evaluation Charts for Oral Interpretation

Frank Watron

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During two semesters at Bakersfield College, a series of rating scales were employed to evaluate the performance of students in oral interpretation classes. A limited number of students, from three to five, kept these charts on each reader. The evaluation charts were of three types and included the following phases of oral interpretation: (1) the mechanical aspects of voice production, such as variety of phrasing, quality, pitch, stress, and volume for meaning and understanding; (2) physical characteristics of the reader including posture, facial expression, gesture, and eye contact; and (3) certain natural aspects, such as the reader's handling of imagery and emotion. Scales ranging from one to five in degree of excellence were used on the evaluation charts.

This device was found to be of some value to the students who filled out the charts, to the reader being evaluated, and to the instructor. Reasons for the

order of these benefits are: (1) keeping a chart on a reader is a listening experience of considerable value as ear training; (2) although the reader may be confused by the variety of response shown on his evaluation charts, he is made to realize the nature of his impact on the audience and becomes more aware of his main attributes and shortcomings as a reader; (3) the instructor will find evaluation charts kept by students on each other's reading to be a factor toward reader and listener stimulation and also a check on his other teaching devices. The charts, however, should be used sparingly and only after careful planning.

The Finch Storytellers

Margaret J. Hall

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For the past 15 years the instructors in the Speech Department at Finch College have found telling stories to "live" children's groups in Settlement Houses and Hospitals of invaluable use in a Fundamentals Course. At Finch, storytelling is the chief project of the first quarter in all of the beginning speech courses. Through this assignment it is possible to learn the positive values, as well as the needs and problems, of the individual student sooner and in more detail than by any other method that has been tried at Finch. It is possible to learn a great deal through the student's choice of story, approach

to the project, attitude toward children, and through the feeling for "sharing," which is basic in storytelling.

The use of children's literature calls for more imagination and abandon, more variety of voice and gesture, more dynamics, in other words, than most other forms of oral expression. Good telling of children's stories leads to voice development without the students' being too aware of it. After the hurdle of the first telling in the classroom is over, the development comes in a natural way with a minimum of self-consciousness.

Most of the students in the speech courses are in the first and second years of the junior college with an occasional upper college girl in the sections. The girls are encouraged to select their stories from a wide variety of "here and now," fantasies, adventure, heroic and historic stories, using well known authors whenever possible. These are chosen to appeal to children from six to ten, both boys and girls. After having chosen her story, the student cuts and arranges it to a ten-minute telling time. Each girl tells all or part of her story three times, usually in class. At times the most timid student may need private assistance. Finally, each girl is given an appointment to go with a partner to a settlement house or children's hospital. The project then becomes a collateral assignment in the course, which means the preparation of the second story is done by the student completely on her own. The ap-

pointments start the last week of October and continue through March. Each student has at least two appointments. The Finch Storytellers have been an accepted part of the recreational program at East Side Settlement House for many years.

This project has endless value in developing self-confidence and the ability to communicate. The students are on their "oral own" with the children. There are no adults in the room, and no criticism other than the honest, frank, outgoing reactions of the children. In appraisal of the storytelling project, one of the students said in her report, "We realized that storytelling, especially to such an enthusiastic audience, was wonderful, a very worthwhile experience, and an adventure we'd love to do all over again."

Teaching Techniques

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In advanced shorthand, the following procedures have proven helpful:

1. Starting each class period as soon as the bell rings with a drill on shorthand theory. One day the drill will be on brief forms, the next day on phrasing, then on prefixes and suffixes, then word families, etc. This drill lasts only about three or four minutes, but it gets the class off to a good start and the repetition of the drill fixes the theory in students' minds so that it becomes a "reflex action."
2. Using short, repetitive writings of relatively easy material, starting at a speed which the class can write easily, and then increasing it 10, 20, and 30 words a minute faster; finally dropping back to 10 words faster than the students normally write. This gradually develops their ability to take dictation at faster rates of speed.
3. Having students read back from notes they have written a week or so before. This fixes in their minds the necessity of writing their shorthand with good proportions, and helps them in their ability to transcribe.
4. Giving dictation about two or three times a week on sentences which are easy except for one or two words they have never heard of before. These words are then analyzed and word building principles are developed so that they break the habit of "freezing" on new, long, or difficult words.
5. Dictating short sentences at a speed so fast students cannot keep up with the dictation but are forced to learn to "carry" dictation in their heads.
6. Spending several days toward the end of the semester giving students dictation the whole hour on new material to enable them to develop the ability to take prolonged dictation.
7. Giving "business" dictation frequently toward the end of the semester. This involves dictation in which there are frequent changes in speed of dictation and changes and deletions in the material dictated. The best ways of handling this type of dictation are analysed so that students develop efficient

work habits and are not thrown off by this type of dictation when they meet it on the job.

8. Having students insert punctuation and the reason for punctuation in all their homework and in their oral reading from shorthand notes in class. In this way, proper punctuation becomes a habit.
9. Training students in using their shorthand to summarize material. Students write word-for-word dictation so frequently that unless they are especially trained to listen to something and write down something else, they do not develop the ability to use their shorthand for purposes other than direct copying. To aid in developing this ability one can start the students out first by asking questions and having them write the answer in shorthand. Then read short sentences rapidly and ask the students to write the meaning of the sentence in their own words. Then require them to write notes on a radio or television speech, notes on one of their lecture courses, then minutes of a club meeting, and finally take and transcribe minutes on the inter-club conference sessions.
10. Giving frequent dictation on five-minute "takes" in which the difficult words have been previewed by being written on the board, spelled in shorthand, and practiced by the students. This dictation uses the same cycle as is used in the short writings, but builds up the students' ability to write faster rates of speed for longer periods of time.
11. Having the students subscribe to "Today's Secretary" and reading the shorthand stories in class. This develops the students' ability to read shorthand rapidly and also introduces them to professional literature in their field.
12. Urging the students to use shorthand for almost every writing purpose. This is done by dictating recipes to them to be written on file cards in shorthand, arranging for them to have "pen pals" and writing their letters in shorthand, writing words to songs in shorthand, and on the day before Christmas, singing carols written in shorthand.



FROM THE EXECUTIVE SECRETARY'S DESK

Jesse P. Bogue

LOOKING AHEAD to the next annual convention during the first week in March, 1957, it may be well to call attention to the general theme. It is not too soon to do so because the work involved cannot be done within a short space of time. The theme of the main sessions will deal with the records of the junior colleges. How well are they doing? What have they accomplished? Where are their main faults? What may this record mean for the future?

There needs to be a great deal of work done at each college to follow up its graduates to find out how well they have done. This is not an easy or simple task as colleges can testify that have done a conscientious job. Usually colleges know a considerable amount about how well students have done in senior colleges. This is all to the good and should be done in the future. One cannot be a very good marksman if he fails to examine the target to see if he is shooting too high, too low, to the right or to the left. If he can see where he has been shooting, to the center of the bull's eye or away from it, he can adjust his sights, take better aim, and correct his mistakes. Good college administrators and

teachers are like good marksmen in this respect.

Records made in colleges, universities, and professional schools are only one phase of a student's success. Students must be followed up into employment and their proficiency evaluated as workers. They must be followed up into the community and their citizenship weighed. What have been their records as community workers and leaders? Do they vote? Do they take active parts in civic and political affairs? Are they leaders in their churches? What about their home life? Is the divorce rate among them lower than the average? These questions are vital because the junior colleges claim to increase civic and social competency and the development of greater personal adjustment and satisfaction. Is the claim valid? How do we know?

Students who complete formal education at graduation from junior college should be taken into full consideration in any follow-up studies. Junior colleges usually stress this kind of education, but to what extent do they follow up the product? Some colleges are doing a splendid job for this type of student, and returns

from employers show that they are on the right track. Our attention was called to this fact recently in the June, 1956, issue of *Trade Winds*, student publication of Los Angeles Trade-Tech Junior College.

Mr. James McCaghren, coordinator of registration and employment of Trade-Tech, keeps careful records and files of letters from employers regarding the graduates of this college. In the issue just referred to there appears a list of more than a dozen letters from employers evaluating the graduates. Some of them run like this: "Miss Nakao is an energetic, conscientious worker, and I feel assured that with more experience she will be an asset to any firm." "I find Miss Adams to be tops in her work and very cooperative. She has been applying herself to every phase of our work here and shows great promise." "This is to certify that Simone Alexander has completed three months of employment as an assistant designer and patternmaker. She has a very good future and is a willing worker and industrious." "Rex Grillo has completed eight months of employment as a copy service artist. We are very pleased with Mr. Grillo's work, and he is considered a valuable employee."

There are several other letters printed in *Trade Winds* expressing similar judgments and sentiments. All of them are concerned with students who entered employment immediately following graduation from junior college. Perhaps some of the students were employed part-time during their schooling. However this may be, we cite the instances at Los Angeles Trade-Tech Junior College to illustrate the importance of this kind of follow-up program.

We understand that the Department of

Labor is now engaged in a follow-up study of women college graduates. The Department wants to find out what the women college graduates do, how well they do, and what significant contribution they are making. Follow-up studies should be made of graduates of the women's junior colleges. Of course, the vast majority get married, rear families, take part in many kinds of community activities. But how well do they rear their children? What kind of community affairs do they take part in? Are they leaders for better homes and schools, churches and communities? A few years ago Maynard Boring of the General Electric Company made an interesting statement that was published in *U. S. News and World Report*. He had interviewed more than 100,000 graduates of engineering schools, employed over 12,000, and had known all of them quite well. In his analysis of these engineers' records he concluded that none of them had failed because they lacked technical knowledge or skills. Their troubles were always in problems of human relations. When these difficulties were further analyzed, it was found that most of them arose in the home. He said, "It's the women of the men who cause the trouble." Conversely, he might have said that the success of the engineers could also be traced directly to the homes and he might have added, "It's the women of the men who cause the successes." And what better reason or argument could one find for the education of women? There are other reasons, of course, many of them, but certainly marriage is one of the great reasons why women should be well educated.

One may wonder to what extent great corporations are considering this implication in making grants to colleges and

universities. Have they given sufficient attention to the role wives will play in the success of the employees in the corporations? If Mr. Boring's observations are reliable, and we believe they are, then business and industry and the educational foundations may do well to give greater consideration to women's colleges and junior colleges. Good follow-up studies of the women graduates could do much to bring this need to the more serious attention of those who have money for educational institutions.

One of the most interesting follow-up studies being made now is in the U. S. Office of Education under the direction of Dr. Robert Iffert. The study has been under way for the past two or three years and will probably be completed sometime during the present year. The upshot of the study is to raise questions directly with individual dropouts of universities, technical schools, liberal arts colleges, teachers colleges, and junior colleges regarding observable conditions on the campuses that tended to hold them in these institutions. About 17,000 individual students are being studied.

The questions deal with such matters as services of faculty advisors in helping students to select first term studies, teaching abilities of instructors, opportunities to take elective courses along with a required program, assistance from instructors on techniques of studying, opportunities to have private conferences with instructors

on personal matters stemming from college life, ability of instructors to set forth clear-cut and interesting objectives of the courses, etc. The results from this inquiry should be awaited with deep interest by all types of higher institutions, but they are not for publication at this time. This much, however, can be said; namely, junior colleges will be more than interested in some aspects of the findings. Moreover, it will be the hope of all who are interested in the junior college movement that faults and shortcomings may be taken seriously and remedies prescribed.

While we are writing on this subject, we wish to call attention to one of the most thorough studies ever made along this line. Carried out by Dr. Walter C. Eells and published in 1943, it is entitled, "Success of Transferring Graduates of Junior College Terminal Curricula." Copies are in the Washington office and will be mailed on request.

In this study, the findings indicated that only one out of 20 students withdrew from senior colleges because of poor scholarship. Many other facts of similar importance and interest are recorded from this study of 2,080 graduates from 67 junior colleges in 319 senior colleges and universities.

The big point in all of this consideration is for each and every junior college to make its own follow-up studies and do so as a regular and continuing part of its student personnel program.

The Junior College



Jesse P. Bogue

The Middle Atlantic and the New England States pooled their interests in a workshop at Yale Divinity School, New Haven, Connecticut, this past June. The theme for the sessions dealt with religion in junior colleges. It was the first regional meeting on this subject as a follow-up program for the Conference on Religion in Junior Colleges held at Southern Methodist University in April, 1955. Some of the expenses for the conference were provided by the Hazen and Danforth Foundations. Miss Isabel D. Phisterer, President of Cazenovia Junior College, Cazenovia, New York, and President of the Middle Atlantic States Junior College Association, reports that the program was one of the best the Association has ever had.

There were 128 delegates from the junior colleges of the two regions. They came from 11 states and the District of Columbia. The general plan for the conference followed that of the Dallas Conference rather closely. One additional feature, however, brought to the conference representatives of the three dominant faiths in the United States. Father Nugent spoke of the successful cooperation of Catholic and Protestant workers on col-

lege campuses and of the work of the Newman Clubs. Rabbi Fischhoff addressed the conference respecting the special needs of Jewish students. Bishop Quentin Huang of Southwest China spoke on the theme of religion in the international scene and the necessity of its being taught in junior colleges. One workshop in the conference was composed of junior college students who identified their needs and wants for religious instruction and extra-curricular activities in religion. Proceedings of the conference are being published.

* * *

The Chicago City Board of Education, under the Superintendent, Dr. Benjamin C. Willis, authorized a study of the situation in the city with respect to the Junior College with its three branches. The study was conducted under the chairmanship of Dr. Peter J. Masiko, Jr. of Wright Junior College and was presented to the Board of Education on May 23. The study covers 47 pages of materials with charts and graphs that show what the demands will be for junior college education in periods from 1960 to 1965 and again to 1972. It is conservatively projected that enrollments this fall will be 15,800; by 1965 they

will reach 17,750, and by 1972 enrollments will be 31,800. One interesting fact about the study is that while graduates from the public high schools decreased from 27,795 in 1947 to 17,020 in 1955, enrollments in the junior colleges increased during this period from 6,560 to 12,231.

It is recommended that four additional branches of the City Junior College be established so that each section of Chicago may be well served. Tuition is free in the City Junior College to residents of Chicago. Other cities where studies are needed might very well consider the Chicago study as a good working model. The estimates for the future may be far too conservative in view of the teaching program being inaugurated this September for teaching by television over channel 11. This experiment will be observed with great interest because it will make instruction available not only to students in classrooms but also to persons in the city who may listen and view the teachers in their homes, do their college work at home, and take final examinations if they desire credit. If this plan proves to be successful, it could greatly stimulate attendance in the colleges and certainly multiply the number of persons pursuing college work.

* * *

Mitchell College, New London, Connecticut, under the very able leadership of Dr. Robert C. Weller, President, is experiencing constant and excellent growth. Enrollments for the past year reached an all time high of 750. When Dr. Weller assumed the presidency in 1951, the total budget was \$96,000; during the current year the budget has been \$273,000. The testing program showed Mitchell students at the 58th percentile on the national

senior college norms. Faculty salaries have been constantly raised, and the fringe benefits, Dr. Weller states, are among the best in New England junior colleges. Extensive work has been done to bring all buildings and equipment up to standard. A dormitory has been provided for young women at a cost of about \$2,000 per unit for purchase, conversion, and furnishings. The conversion job was done on an old mansion and meets the state fire code for new construction. Among several new programs, one is concerned with orientation classes for recent graduates from engineering colleges and technical institutes to the New London community, and another deals with the basics of the submarine industry. When the trustees of the college asked the executive secretary of the American Association of Junior Colleges to help them find "just the right person" for the presidency, he named Dr. Weller who had been one of his students at the Harvard summer session in 1950. Events have demonstrated that Weller is "just the right man."

* * *

Colorado Junior College Association held its third annual workshop at Pueblo Junior College, Pueblo, August 31 and September 1. More than 200 teachers and administrators from all of the junior colleges in the state attended the sessions. Speakers for the two-day meeting were Dr. Homer P. Rainey of the University of Colorado, Dr. John Little, director of the summer session, University of Colorado, and Dr. Lloyd Garrison, dean of the graduate college, University of Denver. One major interest of the workshop was in nursing education, conducted by Miss Mildred Schwier of the National League for Nursing, and Miss Joy Irwin, director

of the Colorado State Board of Nurses Examiners.

Group discussions were concerned with public relations, evaluation of junior college graduates, philosophy of the junior college, humanities and religion in junior colleges, and preparation of teachers. Other discussion groups were held in subject matter fields from English, engineering, and mathematics to languages, education, and psychology. One special entertainment feature of the workshop was the barbecue at the Pueblo Mountain Parks recreational center about 25 miles from the city. The workshop has been found to be very profitable and stimulating for all junior colleges in the state.

* * *

Wayne University, Detroit, Michigan, graduated this spring the first group of teachers with M.A. degrees especially educated and trained for junior colleges. This program was started by the University in the fall of 1954. There are about 30 graduate students currently enrolled in the program. Studies include various subject matter fields from the College of Liberal Arts and the College of Education. Candidates for the M.A. degree must complete not less than 26 hours in their subject field and 15 semester hours in education to qualify for the Michigan Community College Certificate. French, German, history, humanities, physics, political science, psychology, sociology, Spanish, and speech are offered as subjects in the College of Liberal Arts. The College of Liberal Arts at Wayne University was organized as Detroit Junior College in 1917, reorganized as a four-year college in 1923 and renamed the College of the City of Detroit.

El Dorado Junior College, El Dorado, Kansas, has published an interesting and informative bulletin titled, "Five Reasons Why." The reasons for the junior college's being highly recommended by five outstanding graduates are succinctly listed as: fully accredited, no tuition, excellent physical facilities, small classes, and ample opportunity for social and educational development.

The inside pages of the bulletin then present the likenesses of Ruth Page, M.D., Forest Cornwell, M.D., Maysel McLemore, author and newspaper writer, Mack Gilkeson, Ph.D., and Paul R. Kitch, attorney and graduate of the University of Chicago School of Law. Testimonies are published from each of these five graduates of the junior college. Dr. Page praises the college by writing, "I am sure that my personal reasons for appreciating El Dorado Junior College are as valid today as they were in the years I attended there." Dr. Cornwell expresses his thoughts in this manner, "Nothing can blot the memory of the happy days I spent in El Dorado, and nothing can quench the pride I shall always feel at having been privileged to attend El Dorado Junior College." Miss McLemore says, "I bless the day that I enrolled, and so will you—for several reasons." Dr. Gilkeson states, "The benefits that can be derived from a junior college education are manifold. Foremost among these is the close personal attention one can receive in a smaller sized school." And he should know because he holds the B.E. degree from Southern California, M.S. from Kansas State, M.S.E. and Ph.D. degrees from the University of Michigan. Attorney Kitch says, "I have always felt that the instruction offered me in my two years of junior college was of

the highest order." Publications of similar content by junior colleges are slaying the old bugaboo of uninformed people that "you can't get credit in senior colleges for work done in junior colleges."

* * *

Bethany Lutheran College, Mankato, Minnesota, published this spring a four-page flyer in which was featured the upshot of a series of articles from the pen of Richard P. Kleeman, distinguished reporter and feature writer for the *Minneapolis Tribune*. Kleeman spent two weeks visiting the private and public junior colleges of the state. In one of his articles he said, "Tests show that, on the average, junior college students do as well as—if not better than—students who took all four years at the same college." Again, "If we visit classrooms, we find the instruction seems to be definitely on the college level." In this little publication of Bethany, quotations are made from the *Junior College Journal* for April, 1956, regarding the reports of the success of junior college graduates in the Institute of Technology at the University of Minnesota. Currently, Bethany graduates are doing excellent work in medicine, dentistry, engineering, education, commerce, and other programs in a considerable number of fine colleges and universities, such as Minnesota, Wisconsin, the State College of Iowa, and several state teachers colleges.

* * *

Orange Coast College, Costa Mesa, California, has adopted a new salary scale. Holders of the bachelor's degree with valid teaching credentials begin at \$4,350 and in 15 steps advance to \$7,150. Those with the master's degree begin at \$4,550

and in 16 steps advance to \$7,550. Teachers with 30 hours beyond the M.A. start at \$4,700 and in 17 steps reach a salary of \$7,900. Those with the doctor's degree begin at \$4,850 and in 17 steps advance to an annual salary of \$8,050. Division chairmen are paid \$400 above their salaries as teachers. Salaries listed are for a period of 10 months; those who teach for 11 months are paid an additional one-tenth of the annual salary. The Board of Trustees authorized the establishment of two workshops for teachers during the first two weeks of the summer vacation with full pay. Salaries for deans with the Ph.D. run up to \$9,770 and associate deans to \$8,850.

General reports from various sections of the country indicate that salaries for junior college teachers have been increased considerably this year. North Idaho Junior College, Coeur d'Alene, reports an increase of 11.4 percent; Bradford Junior College in Massachusetts advanced salaries from 7 to 10 percent; salaries in Los Angeles junior colleges were advanced 7.5 percent; Bluefield College, Virginia, advanced teachers two steps this year in place of the usual one step.

* * *

Colorado Woman's College, Denver, completed and occupied the new \$350,000 dormitory this September. All space in the building was reserved by students long before it was completed, giving the college this year an enrollment of 550. Day students had to be limited to 75 because of classroom space. This limitation will be corrected with the construction of a new science hall being built now at a cost of \$250,000. The Board of Directors held the summer meeting on the campus of this

beautiful college, and the members of the Board had the privilege of inspecting the new facilities. President Wilson states that there were no resignations from the faculty for the current year. New faculty members have been added for the increased enrollment.

Tyler Junior College, Tyler, Texas, has received a handsome gift from Judge T. B. Ramey for the erection of a 66-foot central tower for the college buildings. It will be illuminated at night and visible for many miles.



Recent Writings... **JUDGING THE NEW BOOKS**

BOGUE, JESSE P. (ed.). *American Junior Colleges* (4th edition). (Washington, D. C.: American Council on Education, 1956). Pp. xii + 584. \$8.00.

Junior college leaders and students of the junior college movement will welcome the publication of the fourth edition of *American Junior Colleges*, a companion volume to *American Universities and Colleges*. These volumes published by the American Council on Education present a wealth of much-needed information about higher education in general and individual institutions in particular.

The major categories covered by the most recent edition of *American Junior Colleges* are the same as those included in the 1952 edition. These include: "Types of Junior Colleges," "Development of the Junior College Movement," "The Legal Status of American Junior Colleges," "The Accreditation of Junior Colleges," "Present Trends in Junior Colleges," "Regional Accrediting Agencies and Their Standards," and the "Institutional Exhibits."

With one exception, the authors of the various categories preceding the "Institutional Exhibits" are the same as those who prepared the material for the third edition: Lawrence L. Bethel, President,

Fashion Institute of Technology, New York, N. Y.; S. V. Martorana, Specialist for Community and Junior Colleges, U. S. Office of Education, Washington, D. C.; Harry E. Jenkins, President, Tyler Junior College, Tyler, Texas; and Jesse P. Bogue, Executive Secretary, American Association of Junior Colleges, Washington, D.C. C. C. Colvert, Professor and Consultant in Junior College Education, The University of Texas, Austin, Texas, replaced Phebe Ward as author of the chapter on "Development of the Junior College Movement."

Institutional exhibits are presented for 531 accredited junior colleges. This represents a decline from the record high of 575 institutions described in the 1952 edition.

The arrangement of the institutional exhibits in alphabetical order under the headings of the 1952 edition is retained in the 1956 edition. Specific information provided in the institutional exhibits also remains the same. This information includes a brief introductory statement about the particular institution described as well as material under the following headings: accreditation, history, calendar, admission requirements, graduation requirements, general requirements, fees,

student aid, staff, curricula offered with enrollment in each, enrollment under various classifications, number of graduates, foreign students, library, publications, finances, buildings and grounds, and administrative offices. The amount of information contained under each heading varies in accordance with the amount supplied by the institution described. In all cases, however, this amount is adequate to provide a satisfactory description of the significant aspects of each of the institutions listed in this section of the volume.

The fourth edition of *American Junior Colleges* carries the same eight Appendixes as the third edition: "The American Council on Education," "The American Association of Junior Colleges," (both of these are descriptive statements of the organizations), "Classified Data for Junior Colleges Appearing in Part II: Date Organized; Control; Type of Students; Enrollment; and Other Factors," "Curricula Offered by Junior Colleges 1954-55; Transfer Curricula, Including Preprofessional; Terminal and Semiprofessional," "Major Miscellaneous Curricula and Institutions Offering Them," "ROTC Units in Junior Colleges as Reported by the Army and Air Force,"

"Junior Colleges Classified by Denominational Control or Relationship," and "Institutions Added, Dropped, or Renamed Since the 1952 Edition."

The value of the volume is substantiated by the many uses to which it may be put. Individuals interested in junior college standards enunciated by Regional Accrediting Associations, State Departments of Education, Collegiate Associations, and individual Universities will find an excellent summary of these. Along the same line, information regarding legislative developments is concise and up to date.

Not only does the volume have value from the uses to which it may be put in providing information about status, but it also is useful when used with the preceding three editions as a basis for observing growth and development. This usefulness is restricted by the fact that new features were added in the second and third editions which did not appear in the first, but these restrictions are not serious in their magnitude. All in all, the volume is one that should be in every junior college and every graduate school in which research concerning the junior college is carried on. From this standpoint it is indispensable.

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